ED 407 484 AA 001 285

Resources in Education (RIE). Volume 32, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 407 485 CE 073 296

Lim, Joan B.
Women and Literacy: Definition of Literacy, the Causes and Manifestations of Illiteracy, and Implications for the Educator.
PUB DATE- 8 Apr 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Definitions; Developing Nations; *Educational Needs; *Educational Objectives; Foreign Countries; *Illiteracy; *Literacy Education; Position Papers; Teaching Methods; *Womens Education
IDENTIFIERS- Canada

In societies with rich oral traditions in which knowledge and wisdom are transmitted by way of mouth, through recitation, song and drama, the inability to read and write does not mean ignorance or lack of intelligence. Literacy is, however, essential for gaining legal and socioeconomic rights. Literacy campaigns should therefore involve changing the existing social, political, and economic structures. Literacy is also a women's issue. Although the world illiteracy rate has decreased from 44% in 1950 to 25% in 1990, the proportion of women in the world's total nonliterate population is increasing steadily (it had increased to 60% by 1980). Among the reasons for higher illiteracy rates among women are following: the technologies of goods production, the nature of human reproduction, and institutionalization of violence in the state. Literacy teachers working with women in developing countries must first convince women of their need for literacy. Women themselves

ED 407 503 CE 073 901

Kilpatrick, Sue
Change, Training and Farm Profitability. A National Farmers Federation Discussion Paper.
PUB DATE- Nov 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Farmer Education; *Agricultural Production; Agricultural Skills; Educational Needs; Farm Management; *Farmers; Foreign Countries; *Outcomes of Education; *Productivity; Success
IDENTIFIERS- *Australia (Tasmania)

A project collected empirical data on the effectiveness of training in agriculture in Australia. Emphasis was on types of training and delivery modes most effective in enabling profitable changes to farm management or agricultural practice and on other catalysts that result in farmers making changes to increase profitability. Data were obtained from additional questions included in the Australian Bureau of Statistics/1993-94 Agricultural Financial Survey and an interview survey of 65 Tasmanian farmers. Findings indicated the following: specific adult agricultural education was related to higher profit; formal education improved profitability or productivity; and recent participation in training was clearly associated with higher profit. Farm businesses that trained and made changes to practice were more profitable than other farm businesses. Farm businesses that made changes to practice were more likely to participate in training. Small businesses were less likely to make changes in farming practices. Over a 3-year period, 38 percent of farm businesses made no changes to their practice. Larger and more profitable farms were more likely to participate in training events. Inability to get away, distance, or busy time of the year were barriers to training. Intimates, peers, and experts were sources of support. Most farm businesses that intended to train planned training in agricultural practices, although training needs identified by key stakeholders were in the areas of management, marketing, and communication skills. (Contains 43 references.) (YLB)

ED 407 504 CE 073 902

Kilpatrick, Sue
Effective Delivery Methodologies for Education and Training to Rural Australia. Report to the Tasmanian Rural Industry Training Board.
SPONS. AGENCY- Tasmanian Dept. of Vocational Education and Training, Hobart (Australia).; Australian National Training Council, Canberra.
PUB DATE- May 97
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Agricultural Education; *Agricultural Occupations; Case Studies; *Cost Effectiveness; *Delivery Systems; Foreign Countries; Job Training; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Rural Areas; Rural Education; Vocational Education
IDENTIFIERS- *Australia

ED 407 523 CE 073 922

The Role of Postsecondary Institutions in School-to-Work. Resource Bulletin.
PUB DATE- Sep 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Demonstration Programs; Developmental Continuity; *Education Work Relationship; Educational Innovation; Educational Mobility; Evaluation Methods; Institutional Cooperation; *Partnerships in Education; Postsecondary Education; Secondary Education; Student Evaluation; Vocational Education

This bulletin begins with a discussion of the role of postsecondary institutions in school-to-work. The following section presents strategies to engage postsecondary institutions in school-to-work: articulation agreements, developing partnerships and systems, coordinated learning, multiple admissions standards, assessment and follow-up, and professional development. The bulletin then presents effective practices that focus on two examples of innovative partnerships between secondary and postsecondary institutions that use articulation agreements, innovative admission standards, joint evaluation and assessment efforts, joint development of curricula, and other mechanisms to weave together a smooth school-to-work system: the University of Wisconsin System and the Greater Louisville Youth School-to-Work Initiative. Contacts and addresses for these programs are provided. The bulletin then lists 14 organizations that can provide further information on the topic. Brief summaries describe the organizations' focus and activities. (YLB)

ED 407 524 CE 073 923

Workplace Mentors in School-to-Work Systems. Resource Bulletin.
PUB DATE- Sep 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demonstration Programs; *Education Work Relationship; *Mentors; Modeling (Psychology); Professional Development; Program Development; School Business Relationship; Secondary Education; Significant Others; Vocational Education; *Work Experience Programs
IDENTIFIERS- School to Work Opportunities Act 1994

This bulletin focuses on workplace mentors for all students involved in work-based learning as required in the School-to-Work Opportunities Act. It reviews these key issues that should be addressed in developing an effective mentoring component in a school-to-work system: a recruitment plan for mentors; eligibility screening for mentors and students; mentor training; training sessions for students; matching students with mentors; a monitoring process and ongoing support and training; and closure steps. Two effective practices are described: (1) the Rochester, New York, school-to-work mentoring initiative that is part of a comprehensive mentoring initiative that also includes four components--workplace, community-based, school-based, and adult mentoring; and (2) the Hospital Youth Mentoring Program administered by the Johns

ED 407 543 CE 073 968

Van Horn, Barbara L.; And Others
Assessment and Adult Learners: Getting the Most from Standardized and Informal Assessment Instruments.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 96
NOTE- 112p.; For a related report, see CE 073 969.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; English (Second Language); Evaluation Methods; Evaluation Problems; Evaluation Research; Evaluation Utilization; *Informal Assessment; Learning Problems; *Literacy Education; *Standardized Tests; *Student Evaluation; *Test Selection; *Test Use

This guide provides advice on effective use of assessments in adult basic and literacy education programs. Chapter 1 considers different types of standardized tests, their purposes, their advantages and limitations, misuses of standardized tests, and other types of assessments. Chapter 2 on informal assessments defines alternative and informal assessment and discusses types of informal assessment, their advantages and limitations, and design of informal assessments. Chapter 3 addresses use of assessments to document learner progress for program accountability, including types of assessment appropriate for program evaluation and accountability, how to standardize a locally developed assessment, and use of qualitative information for program accountability. Chapter 4 covers use of assessments to screen learners and to guide and evaluate instruction. The focus of chapter 5 is assessment of adults for whom English is a second language. Chapter 6 covers assessment strategies to use with students with learning difficulties and making accommodations. Chapter 7 describes the information that should be included in a manual for a commercially developed test and provides a checklist to examine a test to decide if it is appropriate for one's assessment needs. Chapter 8 discusses factors within the learner and the program that affect the testing situation and addresses supportive environments. Appendixes contain the following: test summaries for 11 tests, annotated list of 9 resource organizations, and disability definitions and checklists. Introduction and individual chapters contain references. (YLB)

ED 407 544 CE 073 969

Research on and Guidelines for Effective Use of Assessment Instruments and Strategies for Adult Learners Enrolled in Adult Basic and Literacy Education Programs. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 96
NOTE- 26p.; For a related guide, see CE 073 968.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Basic Skills; Educational Research; *Evaluation Methods; Evaluation Problems; Evaluation Research; Evaluation Utilization; *Informal Assessment; *Literacy Education; *Standardized Tests; *Student Evaluation

ED 407 563 CE 073 996

Distance Education Survey, 1996. A Report on Course Structure and Educational Practices in Distance Education and Training Council Member Institutions.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; *Course Organization; *Distance Education; *Educational Practices; Instructional Materials; National Surveys; Postsecondary Education; *Student Characteristics; Tables (Data); *Teacher Student Relationship; Testing

Course structures and educational practices in Distance Education and Training Council (DETC) member institutions were examined through a survey of all 58 DETC institutions. Usable responses were obtained from 55 (95%) of the institutions. Among the study's main conclusions were the following: (1) 52% of distance education students are male, 42% have a college degree, and 81% are employed; (3) DETC schools employ an average of 55 people, offer an average of 48 courses, and have an average course graduation rate of 52%; (4) 51% of courses offered are developed by both in-house staff and external authors; (5) 66% of examination questions are objective in style; (6) students typically require 10 hours to complete a lesson; (7) 9% of schools offer mandatory resident training; (8) 56% of schools use proctored examinations, 47% offer a fax exam service, 58% use toll-free telephone service for educational purposes, and 73% use preprinted motivation letters; (9) 100% of the schools own their own computer, 75% have computers that are networked; and (10) 80% of the schools use desktop publishing to prepare courses, 62% publish a newsletter/magazine for students, 56% have a home page, and 69% use electronic mail. (Twenty-eight tables and the survey instrument are included.) (MN)

ED 407 564 CE 073 997

Accredited Distance Study Degrees. Graduates and Employers Evaluate Their Worth.
PUB DATE- Aug 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Conventional Instruction; Correspondence Study; Degrees (Academic); *Distance Education; *Educational Attitudes; *Educational Quality; *Employer Attitudes; Followup Studies; Graduate Surveys; *Graduates; Higher Education; National Surveys; Questionnaires; Two Year Colleges
IDENTIFIERS- Employer Surveys

The quality and value of accredited distance study degrees were evaluated through a survey of a random sample of graduates of 10 Distance Education and Training Council-accredited distance study institutions throughout the United States and a follow-up survey of some of the graduates' supervisors. Of the 674 graduates surveyed, 148 (24%) responded, and 45% elected to have their supervisors surveyed. Ninety-four percent of the

ED 407 581 CE 074 037

Gordon, Margaret
New Horizons 20 Years On. Occasional Papers Series: No. 7.
PUB DATE- Mar 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; Adult Students; *Continuing Education; Developmental Programs; *Educational Change; Educational Objectives; Foreign Countries; Nontraditional Students; Outcomes of Education; Program Development; *Reentry Students; Teaching Methods
IDENTIFIERS- *Scotland

New Horizons is a course offered by the University of Edinburgh's Centre for Continuing Education that is aimed at first-time returners to education. In the 20 years since New Horizons was developed for women returners to education and/or employment, it has retained its original developmental outcomes but broadened its target group in response to changes in education and society. The program has remained a 1-day-per-week course, with students studying 3 subjects in the day with the same group of 20 students over 2 terms for 1-2 years. Although study skills and literature continue to be New Horizons' mainstay subjects, sociology, public affairs, art appreciation, science, music, and return to work or study have been added to the program. Although the teaching methods used in New Horizons classes have varied according to tutors' preferences/experiences, participation and discussion have always been emphasized. Each year, an optional residential conference/workshop has enabled participants to meet students in other New Horizons classes. Two surveys of former New Horizons students confirmed that New Horizons had restored their confidence and enabled them to make more informed choices for further progression into further/higher education and training, paid or voluntary work, or other equally rewarding, self-fulfilling endeavors. (MN)

ED 407 582 CE 074 038

Bamford, Caroline
Older Women, Older Men. The Findings of a Small-Scale Study into Gender Issues in Later Life. Occasional Papers Series: No. 8.
PUB DATE- Mar 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Aging (Individuals); Biographies; Foreign Countries; Grandparents; Interviews; *Life Events; Life Satisfaction; Middle Aged Adults; *Older Adults; *Sex Differences; *Sex Role; Social Change
IDENTIFIERS- *Scotland

The question of what it means to be a man or woman as one moves through life was explored through a series of interviews with 28 grandparents who all lived in eastern Scotland. They ranged in age from 50 to nearly 80 and ranged in background from deprived to wealthy. The interviewees were asked to reflect on the historical changes that had occurred during their lifetimes and on being a man or woman in later life. Most interviewees welcomed the erosion of gender divisions and the loosening of gender stereotypes. Only a few women longed for the days when

ED 407 600 CE 074 079

Klein, Steven G.
Employer Incentives to Participate in a Comprehensive School-to-Work Transition Program.
SPONS. AGENCY- National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Education Work Relationship; *Employer Attitudes; Employment Practices; Incentives; Institutional Cooperation; *On the Job Training; Policy Formation; Public Policy; *School Business Relationship; Secondary Education; *Work Experience Programs

This report evaluated economic incentives for employer participation in a comprehensive school-to-work (STW) initiative. In general, the business, economic, and educational literature emphasizes quantifying the fiscal benefits of employer-sponsored training, although only qualitative outcomes are available for some programs. The literature provides little insight, however, since analysis is hampered by the absence of a coherent empirical literature and the inconsistent quality of research. Some evidence shows that STW programs may provide employers with some economic benefits, such as positive public relations and name recognition, reduced costs of identifying and screening high productivity workers, and increased profits from hiring skilled workers. Program startup and maintenance can be expensive, however, and firms may incur significant costs from program participation. Because employer-sponsored training has been used for centuries in many European countries to prepare youth for labor market entry, analysis of successful international models suggests a number of market-based strategies that may be adapted for use in the U.S. marketplace. Incentives include the following: (1) structuring programs to provide incentives for employers to train; (2) creating a national infrastructure to support planning and oversight of training partnerships; (3) adopting reduced student training wages in conjunction with skill certification; and (4) offering direct wage or indirect tax subsidies to employers. (KC)

ED 407 601 CE 074 081

Runfang, Wei
China's Radio & TV Universities and the British Open University: A Comparative Perspective. ZIFF Papiere 104.
PUB DATE- May 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Education; *Distance Education; *Educational Philosophy; *Educational Practices; Educational Radio; Educational Television; External Degree Programs; Foreign Countries; Higher Education; Nontraditional Education; *Open Universities
IDENTIFIERS- *Open University (Great Britain); *Radio and Television Universities (China)

This paper examines the origins, objectives and structures, funding and cost, programs, learners, and teaching and learning of the radio and television universities in China and the

ED 407 619 CG 027 664

Summers, Patricia Pratt
The Roots of Leadership.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *College Students; Family Environment; Higher Education; *Leaders; *Leadership; *Parent Child Relationship; *Parent Influence; Young Adults
IDENTIFIERS- Acceptance; *Parenting Styles

The capabilities essential for individual performance and productivity at high levels are major concerns of society. Since human competence can be studied at many levels, the research presented here addresses a higher level of competence (i.e., leadership) and its relationship to early socialization patterns. It was hypothesized that early life experiences either enhance or diminish leadership capacities. To illuminate a possible parent-leader linkage, 447 entering and exiting male and female college students were surveyed to test whether or not a relationship existed between earlier life experiences with parents and adult capacities for leadership. The collected parenting dimension scores and leader trait scores were analyzed to determine their interrelationships. Results show that the greatest magnitude of variance in the dependent variable of leadership was attributable to mother and father acceptance. It is supposed that abundant parental acceptance with limited firm discipline enhances the child's potential capacities for leadership in adulthood. Psychological control tended to diminish leadership capacities. Parental acceptance seems to constitute an ongoing repertoire between parent and children, which includes standards for behavior, activities, responsibility, and performance; and assertiveness without intrusiveness. Implications for this research are discussed. Contains 81 references. (RJM)

ED 407 620 CG 027 668

Jackson, Iris
The Psychologist Support Program of the Ontario Psychological Association.
PUB DATE- 9 Aug 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Confidentiality; Counseling Services; *Disclosure; *Emotional Problems; Foreign Countries; Peer Evaluation; Program Descriptions; Program Development; *Psychologists; Stress Management
IDENTIFIERS- *Ontario; Professional Concerns; *Support Systems

Members of the helping professions are not immune from physical or psychological impairments that interfere with competent and

ED 407 639 CG 027 729

Wynd, Shona
Factors Affecting Girls' Access to Schooling in Niger: Final Report to ODA Education Division.
PUB DATE- Jun 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access To Education; Adolescents; Birth Rate; Children; *Cultural Influences; Elementary School Students; *Elementary Secondary Education; Equal Education; *Females; Foreign Countries; Marriage; Pregnancy; *School Holding Power; Secondary School Students; Sex Discrimination; Student Educational Objectives
IDENTIFIERS- *Niger

The link between increased education for women and decreased fertility has become a central part of development discourse. To explore this relationship, a three-and-a-half-month research project examined the qualitative aspects of why and how education for girls could lead to a change in fertility behavior. Specifically, the report here offers a more rigorous understanding of the role that education plays within the community. Data were collected at the local level, in both rural and urban settings, and included focus group discussions, life histories, and in-depth interviews. Results show that schooling is valued not for the basic skills it provides, but for the jobs that students, and their families, anticipate upon graduation. Decreasing job opportunities contribute to perceptions that the time spent learning to read and write is time better spent at home. Girls, in particular, face inappropriate curriculums, low pass rates, and cultural restrictions, such as pressures to marry around the age of 12 and to work in the home. Parents feared that ideas taught in school clashed with local culture and they worried that their girls might become pregnant due to school association, ironically linking schooling with increased fertility. Contains 14 references. (RJM)

ED 407 640 CG 027 732

Christenberry, Nola J.; Glascock, Paticia C.
Violence in Dating Relationships: A Review.
PUB DATE- 6 Nov 96
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Dating (Social); Higher Education; Interpersonal Relationship; *Literature Reviews; *Locus of Control; Student Attitudes; Victims of Crime; *Violence
IDENTIFIERS- *Conflict Tactics Scale; *Dating Violence

Some researchers have likened an abusive relationship to the conditions encountered by hostages or prisoners of war. To better understand abusive relationships, a summary of research related to violence in dating relationships, with a particular emphasis on college students, is presented here. The review

ED 407 660 CS 012 818

Fast, Gerald R.
Using Analogies To Produce Long Term Conceptual Change: Overcoming High School Mathematics Students' Probability Misconceptions.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *High School Students; High Schools; *Instructional Effectiveness; Mathematical Concepts; *Mathematics Instruction; *Misconceptions; *Probability; *Secondary School Mathematics
IDENTIFIERS- *Analogies; Cognitive Research; Knowledge Acquisition

The existence of probability misconceptions at all levels has been well documented. Furthermore, these misconceptions have been shown to be widespread and highly resistant to change. Previous research has shown considerable success in overcoming misconceptions in the short term by basing the knowledge reconstruction process on problems which draw out beliefs held by students which are in agreement with accepted theory and which are therefore expected to receive correct responses. Such problems are referred to as anchoring situations or anchors. Anchoring probability situations which are conceptually analogous to misconception-prone/target probability situations were generated and tested with secondary mathematics students. The testing showed that probability misconceptions were common but also that anchors for overcoming these misconceptions could be generated. Anchoring situations were effectively used in overcoming students' probability misconceptions in the short term. A follow-up study showed that short term effects were retained over a 6-month period, thereby establishing the long term effectiveness of the approach. (Contains 35 references and 2 tables of data. Appendixes present a sample interview protocol and definitions of interview ratings.) (Author/RS)

ED 407 661 CS 012 819

Kirby, John R.; And Others
Causal Path Analysis of Processes Affecting Early Reading.
PUB DATE- 11 Aug 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Foreign Countries; Kindergarten Children; Longitudinal Studies; Models; *Phonology; Predictor Variables; Primary Education; Reading Ability; *Reading Processes; Reading Research; *Reading Strategies
IDENTIFIERS- Causal Analysis

A 2-year longitudinal study investigated the causal contributions of phonological processing to early reading competency. Subjects, 161 kindergarten children, were tested with a battery of measures assessing letter knowledge, reading ability, and 5 phonological constructs: rapid naming ability, rhyming ability, phonological memory (successive processing), phonological

ED 407 680 CS 215 836

Gordh, Bill
15 Easy Folktale Fingerplays with Cross-Curricular Activities. Grades K-1.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Folk Culture; Foreign Countries; Global Approach; Interdisciplinary Approach; Multicultural Education; *Story Telling
IDENTIFIERS- *Fingerplays; *Folktales; Oral Communication Across the Curriculum; Oral Literature

Intended for teachers and noting that folktales are a part of the oral tradition of every culture, this book presents 15 stories from many cultures that have been adapted for the "fingerplay" approach. The sequence of stories is based on the ease of sharing the fingerplay gestures with the class. Each story offers start-up ideas, as well as suggestions for expanding the fingerplays and activities to extend the stories across the curriculum. After an introduction, stories include "The Hand Fish" (United States); "The Frog Pond" (North America); "Spider and Knowledge" (West Africa/Caribbean); "Inga and the 10 Fairy Helpers" (Sweden); "The Fly's Castle" (Russia); "The Clay Teapot Takes Charge" (China); "The Honey Pot" (Middle East); "The Tomorrow Monkeys" (Brazil); "The Six Silly Cats in Calico Caps" (France); "Why the Moon Gets Smaller" (Australia); "The Stonecutter" (Japan); "The Wild Cherry Tree" (Mexico); "The Woodcutters"(Poland); "Why Spider Has Crooked Legs" (Liberia); and "Sparrow and Crow" (India). Contains a list of 30 resources on folk tales. (RS)

ED 407 681 CS 215 841

Salas, Angela M.
School in Cleary's "Ramona" Books.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Educational Environment; Elementary Secondary Education; Individual Development; Popular Culture; *School Culture; *School Role; *Socialization; Student Adjustment; Teacher Role
IDENTIFIERS- Cleary (Beverly); Normalizing Transformation; *Ramona Books (Cleary)

Schools, with the assistance of parents and teachers, frequently gang up on children in the service of what they believe is a neutral, objective idea of how a child ought to behave, look, dress, learn, and be. Children, in turn, learn how to live within these supposedly neutral norms, and may grow up to enforce these same rules upon their offspring, students, and family members. In B. Cleary's "Ramona" books (1968, 1975, 1981, 1984), Ramona Quimby's trajectory from "Ramona the Pest" to "Ramona Forever" seems positive. The books tell the story of

ED 407 699 EA 028 267

Illig, David C.
Reducing Class Size: A Review of the Literature and Options for Consideration.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Class Size; Longitudinal Studies; Outcomes of Education; Performance; Primary Education; *Small Classes; *State Legislation; *Teacher Student Ratio
IDENTIFIERS- *California; *Student Teacher Achievement Ratio Project TN

Four initiatives to reduce class size are before the California State Legislature--SB 1414, AB 2449, the Governor's proposal, and AB 2821. Three of them were influenced by the findings reported by Tennessee's Project Student Teacher Achievement Ratio (STAR). Project STAR is a longitudinal demonstration project that since 1985 has examined the effects of reduced class size on student performance in grades K-3. This paper reviews the findings of STAR researchers, who reported that students in smaller classes showed marked improvement in academic performance. The paper reviews the literature on class size and discusses technical, implementation, and fiscal concerns about the STAR research findings. Specifically, some analysts have questioned whether the benefits of smaller classes significantly offset the costs incurred to create them. Another concern is whether classes with as few as 15 children are small enough to achieve marked improvements in performance, and whether those improvements persist over time. Finally, there are concerns about whether other reforms should accompany smaller classes in order to ensure consistent achievement gains. The paper suggests that the California state legislature may wish to consider other class-reduction options, such as coordinating funding for related projects, focusing on low-achieving schools first, and establishing a formal evaluation program to examine issues related to class-size reduction. The legislature might also consider options in lieu of smaller classes, including early-late classes, individual tutoring, comprehensive reform programs, and early childhood programs. One table is included. (Contains 29 references.) (LMI)

ED 407 700 EA 028 284

Guide to Education and Training in Scotland.
PUB DATE- 96
NOTE- 64p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compulsory Education; Educational Resources; Elementary Secondary Education; Foreign Countries; *Governance; *Government School Relationship; Higher Education; *National Curriculum; Preschool Education; Public Policy; *Public Schools; *School Administration; Vocational Education
IDENTIFIERS- *Scotland

Scotland is known for its high standards in education and training at all levels. This guide offers an overview of how education and training is managed in Scotland. It contains information on the different sectors in education, progressing

ED 407 719   EA 028 343

Review of Implementation and Impact of Blueprint 2000 Administered by the Department of Education and Supplementary Report on the Review of Implementation and Impact of Blueprint 2000 in Five School Districts and Nineteen Schools Evaluated.

PUB DATE- 30 Apr 96
NOTE- 585p.; For supplementary report, see EA 028 344.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Advisory Committees; Diversity (Institutional); Educational Equity (Finance); *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Performance; *State Action; *Statewide Planning
IDENTIFIERS- *Florida

In 1991, the Florida State Legislature created "Blueprint 2000," a plan for school improvement and accountability. This handbook presents findings of an evaluation conducted by the Office of Program Policy and Government Accountability (OPPAGA), which gathered information about the improvement initiatives that schools implemented, the impact of Blueprint 2000 on students, the involvement of stakeholders, the allocation of financial resources, the delegation of decision making, and school advisory council (SAC) membership. Data were gathered through a survey of 331 teachers and 196 principals across the state; a review of the school-improvement plans of 39 schools in 15 school districts; visits to 19 schools in 5 districts; and a review of school-advisory-council information from 65 schools for the years 1993-94, 1994-95, and 1995-96. Findings indicate that virtually all school-improvement plans included goals and initiatives to improve student performance. Most stakeholders needed assistance in evaluating initiatives and determining the effect of factors such as student mobility. Stakeholders believed that Blueprint 2000 had increased parent involvement in the school-improvement process, but that it had not significantly affected either the allocation of financial resources or school-based decision making. School employees continued to dominate the membership of school advisory councils, and one-third of the councils did not reflect the ethnic and racial diversity of their schools. The report recommends that the state legislature amend state law regarding requirements for advisory council membership; that the Commission on Education Reform and Accountability work with various groups to ensure that SACs meet membership requirements and stakeholders receive assistance; and that the Department of Education provide training and assistance in evaluation, long-term planning, and Blueprint 2000 requirements. Seventeen exhibits are included. Appendices contain stakeholders' perceptions, data on advisory council membership, and responses of the Florida Department of Education and the Florida Commission on Education Reform and Accountability. The supplementary report provides indepth information for 5 school districts (Alachua, Monroe, Orange, Sarasota, and Washington) and 19 schools within those districts. Data were gathered through onsite visits; interviews with school board members, district administrators and staff, principals, teachers, and school advisory council chairs; and focus groups held with teachers and advisory councils. The district and school profiles contain specific information about the implementation and impact of Blueprint 2000. Preceding each school profile is

ED 407 737 EA 028 367

Jackson, Lemuel
The Private Management of Public Schools: The Minneapolis, Minnesota, Experience.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Contracts; Educational Innovation; *Educational Objectives; Elementary Secondary Education; Free Enterprise System; Private Sector; *Privatization; Program Effectiveness; Program Evaluation; *Public Schools; School Districts
IDENTIFIERS- *Minneapolis Public Schools MN

In 1993, the Minneapolis School District entered into a 3-year contract with a private company, Public Strategies Group (PSG). Under the contract, the president of PSG was to serve as the district superintendent and meet certain goals and objectives determined by the district. This paper presents findings of an evaluation of the Minneapolis/PSG collaboration. Data were derived from a review of the contract and supporting documents, a site visit, and interviews. After 18 months, the Minneapolis School District determined that the company had achieved most of the contract goals and paid PSG $473,000 or 66 percent of the $716,500 that PSG was to receive under the contract if it fully achieved each goal. Outcomes for which PSG was paid included a decline in the suspension rate, increased attendance, and increased family involvement. PSG also received payment for developing baseline measures to assess student performance, identifying the predictors of effective teaching, and developing a strategic plan for the district. The company did not receive payment for unimproved student test scores and unsatisfactory negotiation of the teachers' contract. The Minneapolis/PSG contract remains in effect. The most recent report showed that most goals were met in the fourth quarter of 1996. Students enrolled for at least two test periods made gains in reading and mathematics on the 1996 California Achievement Tests. (LMI)

ED 407 738 EA 028 368

Cazares, Patricia
The Private Management of Public Schools: The Hartford, Connecticut, Experience.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contracts; *Educational Finance; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Free Enterprise System; Performance; Private Sector; *Privatization; Program Effectiveness; Program Evaluation; *Public Schools; School Districts; Teacher Salaries; Unions
IDENTIFIERS- *Hartford Public Schools CT

ED 407 755 EC 305 312

Werts, Margaret Gessler; And Others
Instructive Feedback: Increasing Opportunities for Learning through the Addition of Incidental Information.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 51p.; Appendix O of "Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report"; see EC 305 304.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Educational Strategies; Efficiency; Elementary Secondary Education; *Feedback; Grade 6; Inservice Teacher Education; *Instructional Effectiveness; Learning Processes; *Mild Disabilities; Preschool Education; Reinforcement; Student Behavior; Teacher Education; *Teacher Response; Teaching Guides; Teaching Methods

Designed to be used by practicing teachers, students who are learning to become teachers, and faculty members who instruct such students, this manual describes an instructional manipulation for teaching children with mild disabilities that increases opportunities for learning through the addition of extra information. The technique described uses teacher feedback to students' responses to supply students with additional information. The manual includes: (a) background and description of instructive feedback; (b) description of the nine steps involved in planning and using instructive feedback; (c) two case studies describing the use of instructive feedback in a sixth grade class and in a preschool class; (d) summary statements of the research on which the manual is based; and (e) a self-test to allow readers to determine whether they have acquired the content in the manual. An appendix includes a list of the studies that used instructive feedback. Charts listing the decisions to be made prior to implementing the technique, describing direct teaching strategies, and listing target behavior and related extra information are also included. (Contains 35 references.) (CR)

ED 407 756 EC 305 435

Axelrod, Lee H.; Zvi, Jennifer C.
The Ability of College Students To Effectively Communicate the Specific Nature of Their Own Learning Disability.
PUB DATE- Feb 97
NOTE- 6p.; Paper presented at the Learning Disabilities Association of America International Conference (Chicago, IL, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Advocacy; *Clinical Diagnosis; Cognitive Processes; College Students; Communication Skills; *Disability Identification; *Individualized Education Programs; *Learning Disabilities; Self Advocacy; Self Concept; *Self Evaluation (Individuals)

ED 407 773 EC 305 529

TIPS: Trends for Inclusive Pediatric Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 97

NOTE- 103p.; Appendix F of "Physicians Training Project. Final Report," see EC 305 526.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Community Services; Cultural Differences; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Elementary Secondary Education; Family Programs; Federal Legislation; Inservice Education; Interprofessional Relationship; Medical Education; *Medical Services; Pediatrics; *Physicians; Records (Forms); Referral; Self Evaluation (Individuals); *Special Education

IDENTIFIERS- Case Management; Connecticut

This guide was developed as part of a project to provide practicing physicians with training to enhance their understanding of and involvement with early intervention and the special education system in Connecticut. The introductory section notes that best practices in both primary medical care and early intervention promote care that is family centered, community based, comprehensive, collaborative, coordinated, continuous, and culturally competent. The following nine sections provide information on: (1) laws pertaining to children with disabilities; (2) family-centered health care; (3) cultural competence; (4) care coordination and the medical home; (5) communicating with families; (6) collaboration and alliance building; (7) procedures for early intervention referrals; (8) community involvement; and (9) tools for enhancing care. A self-check section encourages self-evaluation, reflection, and application of the material. Attached is a set of sample forms to assist in tracking and coordinating services. (Contains 45 references.) (DB)

ED 407 774 EC 305 530

Abery, Brian; And Others

Yes I Can: A Social Inclusion Curriculum for Students with and without Disabilities. Instructor's Guide.

PUB DATE- Feb 97

NOTE- 416p.; Support provided by Mitsubishi Electric America Foundation and Otto Bremer Foundation.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Community Programs; *Disabilities; *Inclusive Schools; Interpersonal Competence; Interpersonal Relationship; *Peer Acceptance; Peer Relationship; Secondary Education; *Social Integration; Teaching Guides

This curriculum to foster the inclusion of students with disabilities is designed to be offered by educators in junior and senior high school settings. It is intended to bring together students with and without disabilities for classroom instruction, discussion, and experiential learning. The experiential component pairs students with disabilities who are

ED 407 793 EC 305 552

Parenting a Child with Special Needs: A Guide to Reading and Resources.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Rearing; Coping; Day Care; *Disabilities; Early Childhood Education; Early Intervention; Elementary Secondary Education; Emotional Response; *Family Relationship; Financial Support; Long Range Planning; *Parent Associations; Parent Education; Parent School Relationship; *Professional Personnel; *Resource Materials; Special Education

Designed to respond to the information needs of parents of children with disabilities, this digest includes articles on coping with and raising a child with a disability. In the first article, "You Are Not Alone" (Patricia McGill Smith), a parent of a child with a disability speaks candidly about the emotions that many parents of exceptional children experience and offers a perspective for living and dealing with the impact of disability upon the family. The second article, "The Unplanned Journey: When You Learn that Your Child Has a Disability" (Carole Brown and others), delves into areas in which parents and families often need information and offers suggestions about potential resources. Included in this article are discussions of such issues as adjusting to this new life, accessing information and services, supporting the needs of the family, finding child care, addressing financial concerns, working with professionals, and planning for the future. The digest contains an extensive bibliography of print resources organized around these critical issues, as well as a list of print resources on specific disabilities. Organizations that can provide families with additional information, support, or referral are also listed. (CR)

ED 407 794 EC 305 553

Achieving a Balance: Proceedings of the National Conference on Adapted Physical Activity (5th, Macomb, Illinois, April 3-5, 1997).
PUB DATE- Apr 97
NOTE- 98p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adapted Physical Education; Adults; *Aquatic Sports; Athletics; Dance; Elementary Secondary Education; Exercise; Gymnastics; Health Activities; Horseback Riding; *Inclusive Schools; Mainstreaming; *Physical Activities; *Physical Disabilities; Physical Fitness; Preschool Education; Recreational Activities; Regular and Special Education Relationship; Teamwork; *Wheelchairs

This proceedings include the following papers: "Developing a District Building Based Team" (Kathy Heller and Michelle Till); "Wheelchair Rhythmic Sportive Gymnastics" (Gertrude Krombholz and Atja Gotzova-Kumpf); "Team Building in Inclusion Settings" (Robert Weber); "Inclusion: Identifying Student Needs" (Jeff

ED 407 810 EC 305 570

Thompson, Anne R.; And Others
College Students with Disabilities and Assistive Technology: A Desk Reference Guide.
SPONS. AGENCY- Mississippi State Univ., Mississippi State. Dept. of Agricultural and Extension Education.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Apr 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Access to Education; *Assistive Devices (for Disabled); Attention Deficit Disorders; *Career Planning; Case Studies; Check Lists; *College Students; *Communication Aids (for Disabled); Counselor Training; *Disabilities; Hearing Impairments; Higher Education; Information Sources; Language Impairments; Learning Disabilities; Mobility Aids; Physical Disabilities; Professional Personnel; Visual Impairments; Vocabulary
IDENTIFIERS- *Academic Accommodations (Disabilities)

This resource guide is designed to provide a quick reference for professionals (employment recruiters and counselors in vocational rehabilitation, disability services, and career services), who work with college students with disabilities, in incorporating assistive technology into planning for postsecondary education and employment. First, types of assistive technology and assistive technology evaluations are reviewed. Steps for using the guide are described and assistive technology categories are outlined, including adaptive computer applications, aids for communication, aids for daily living, environmental control systems, home/work site modifications, prosthetics and orthotics, seating and positioning, wheelchairs/mobility aids, and vehicle modifications. The benefits of using assistive technology are also identified. The next part of the guide is divided into sections on possible disability deficits and their technological solutions. Disability categories discussed include blindness/visual impairments, deafness/hearing impairments, learning disabilities and attention deficit disorders, orthopedic/mobility impairments, speech and language disorders, and other disabilities. Each disability is described, a chart illustrating possible deficits and possible technology solutions is provided, and a case study is presented along with the assistive technology solution. The guide also includes lists of different types of specialists, funding resources, electronic mail resources, national organizations, and state resources. A check list of comprehensive career planning and a glossary of terms is also included. (CR)

ED 407 811 EC 305 571

Murphy, Kelly; And Others
Difference Blindness/Blindness Difference: Student Explorations of "Disability" over the Internet.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

ED 407 829 FL 023 107

Stanglova, Marta
Lernstrategien tschechischer Fremdsprachenstudenten--Ergebnisse und erster Versuch einer Auswertung von Umfragen (Learning Strategies of Czech Foreign Language Learners: Questionnaire-Based Results and a First Attempt at an Analysis).
PUB DATE- Jun 94
NOTE- 16p.
LANGUAGE- German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Foreign Countries; German; *Learning Strategies; Questionnaires; Second Language Instruction; Second Language Learning; *Student Attitudes; *Teacher Role; Teaching Methods
IDENTIFIERS- *Czech Republic

Czech students (n=160) of German as a foreign language were asked to fill out a questionnaire about their learning strategies. The purposes of this questionnaire were to find out: (1) to what extent students formed their own learning strategies, and if they were influenced by teachers; and (2) the changes in students' learning strategies caused by teachers' instruction. Based on the responses to the seven-part survey, which covered pronunciation, grammar, vocabulary, and the four modalities of reading, writing, listening, and speaking, it is concluded that teachers should instruct students to a much greater degree about learning strategies and their usefulness in learning a foreign language. (AP)

ED 407 830 FL 023 108

Stanglova, Marta
Steht der Computer im Widerspruch zu Kommunikation und Teamarbeit (Does the Computer Stand in Contradiction to Communication in Teamwork)?
PUB DATE- May 94
NOTE- 13p.; Some pages contain light, broken type which may not reproduce well.
LANGUAGE- German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Communication; *Computer Assisted Instruction; *Computer Uses in Education; Foreign Countries; *Instructional Effectiveness; Second Language Instruction; Second Language Learning; *Teacher Role; *Teamwork
IDENTIFIERS- *Czech Republic

The use of computers in the foreign language classroom in the Czech Republic is viewed with suspicion. Many teachers assert that computers prevent engagement in communication and teamwork, and that a computer could never replace a good teacher. This paper argues that from within a cognitive framework of language acquisition computers do indeed promote communication and teamwork when used properly in the classroom, and that the issue of teacher replacement by computers is a moot one. (AP)

ED 407 831 FL 023 292

McKay, Penny
Developing ESL Proficiency Descriptions for the School Context: The NLLIA ESL Bandscales.
PUB DATE- 95

ED 407 850 FL 024 521

Schraeder, Laura L.
Empowering ESL Students in the Mainstream through Self Assessment and Contracted Learning.
PUB DATE- 26 Jul 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); *Heterogeneous Grouping; Intermediate Grades; Junior High Schools; Middle Schools; *Performance Contracts; Second Language Instruction; *Self Evaluation (Individuals); *Student Empowerment
IDENTIFIERS- Middle School Teachers

A middle school teacher with both English-as-a-Second-Language (ESL) and mainstream students in her class attempted to foster learning independence by encouraging self-evaluation and examination of the learning process. Initially, this involved providing them with rubrics and checklists for assessing work on several assignments. A second step was to have students create their own evaluation tools and criteria, and for the teacher to use them for assessing their work. The students gained confidence with each step, communicating more freely with the teacher about their work and what they needed in order to complete assignments. Based on the success of this approach, the teacher created a contract for student learning. Each student researched a topic of his choice, and selected a due date for each phase of the project within a predetermined time frame. Students responded enthusiastically to the opportunity to schedule their own time and complied with their chosen dates. A majority met all their contractual obligations. It is concluded that the process empowered students by requiring them to behave responsibly, work at their own pace, supporting self-esteem, and using higher-level thinking skills. Contains 10 references. (MSE)

ED 407 851 FL 024 522

Second Language Studies, K-12. Teacher Handbook. Revised.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Core Curriculum; Cultural Awareness; Cultural Education; Curriculum Design; Difficulty Level; Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Grammar; Language Proficiency; *Language Skills; Listening Skills; Modern Languages; Reading Skills; Second Language Instruction; *Second Languages; Speech Skills; *State Standards; Statewide Planning; Teaching Guides; Vocabulary Development; Writing Skills
IDENTIFIERS- ACTFL Proficiency Guidelines; North Carolina

The guide describes North Carolina's standard course of study in modern languages for grades K-12 and corresponding instructional guidelines. The first part is organized in six chapters: purpose, overview, and rationale for the standard course of study; intended program outcomes; the interrelationship of proficiency, grammar, vocabulary, and culture; the role of second languages in the total curriculum;

ED 407 870 FL 024 556

Marzouk, Ghiath El
Avoidance or Some Other Strategy: A Case for the Passive in Arabic and English.
PUB DATE- 95
NOTE- 14p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Arabic; Behavior Patterns; *English; Foreign Countries; Grammar; Language Research; Language Usage; *Linguistic Theory; Second Language Learning; *Second Languages; Student Attitudes; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Avoidance Behavior; *Passive Voice

In two previous studies, language learner behavior in which the learner tries to underproduce a certain second-language (L2) structure is termed "avoidance." The current analysis examines whether this is an appropriate term. Avoidance is defined as a genuine strategy resulting from the learner's realization that particular forms of input data are avoided simply because they are difficult to reorganize in the output, and an alternative strategy is used to fill the gap. An attempt is made to identify the kinds of knowledge that may lead to non-use of the structure, or to its use with errors. One of the accounts, particularly of the passive in the case of Arabic-speaking learners of English, is reconsidered in light of this characterization and of the frequency differences in Arabic and English passives. It is concluded that the results of one earlier study are misleading and contradictory, due to a poor understanding of the phenomenon of avoidance, a problem left unsolved in the other study, and focus is placed instead on the phenomenon of "delay," which suggests some knowledge of the form in question, and "intuition" or total knowledge of the avoided form. Contains 9 references. (MSE)

ED 407 871 FL 024 557

Mhathuna, Maire Mhic
SLA before ABC: Factors Facilitating Second Language Acquisition in Irish-Medium Playgroups.
PUB DATE- 95
NOTE- 11p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Child Language; *Classroom Communication; Code Switching (Language); Creativity; Foreign Countries; *Irish; *Language of Instruction; Language Patterns; Language Research; *Language Role; Language Usage; Linguistic Theory; Listening Comprehension; *Preschool Children; Second Language Learning; *Second Languages; Uncommonly Taught Languages
IDENTIFIERS- Ireland; *Playgroups

This study investigated factors facilitating acquisition of Irish in Irish-medium playgroups designed for children who are native English-speakers. Data were gathered in four visits each to two such playgroups, each containing approximately 20 children. Four aspects of conversational exchanges were examined:

ED 407 890 HE 030 135

Carter, Deborah J.; Wilson, Reginald
Minorities in Higher Education. 1993 Twelfth Annual Status Report.
SPONS. AGENCY- Philip Morris Inc., New York, NY.
PUB DATE- 94
NOTE- 88p.; For the 1992 annual report, see ED 363 250.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Black Students; College Students; *Degrees (Academic); Educational Finance; Enrollment Influences; *Enrollment Trends; *Ethnic Groups; Financial Problems; *High School Graduates; Higher Education; Hispanic Americans; *Minority Groups; Racial Differences; State Aid; Statistical Data; Tables (Data); *Trend Analysis
IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students

This report provides an overview of the available racial and ethnic data on high school completion rates, college participation and enrollment trends, and degrees conferred for the period 1972-1992. Major data sources are reports of the U.S. Bureau of the Census and the National Center for Education Statistics. The report also includes a special focus on efforts to improve the retention of students of color in higher education. The focus provides detailed national persistence and completion data for African Americans, Hispanics, Asian Americans and American Indians at 2-year institutions, 4-year institutions, and graduate and professional programs. Trends identified include the following: (1) the gender gap in the high school completion rate continues especially for Hispanics, with males graduating at a rate of 52 percent and females at a rate of 62.8 percent in 1992, while overall Hispanics still trail African Americans and whites by a large margin in overall high school completion rates; (2) the high school completion rate for African Americans is 74.2 percent in 1992, or down two percentage points since 1990; (3) Hispanics and African Americans remain under-represented in higher education, with 33.8 of African Americans and 37.1 percent of Hispanic Americans who are high school graduates aged 18-24 participating in higher education, compared to 42.2 percent of similar whites. Twenty-six tables provide detailed statistical data. (JLS)

ED 407 891 HE 030 136

Carter, Deborah J.; Wilson, Reginald
Minorities in Higher Education. 1994 Thirteenth Annual Status Report.
SPONS. AGENCY- Philip Morris Inc., New York, NY.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 95
NOTE- 105p.; For the 1993 annual report, see HE 030 135.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Black Students; College Students; *Degrees (Academic); Educational Finance; Enrollment Influences; *Enrollment Trends; *Ethnic Groups; Financial Problems; High School Graduates; *Higher Education; Hispanic Americans; *Minority Groups;

ED 407 910 HE 030 158

Burke, Joseph C.
Performance-Funding Indicators: Concerns, Values, and Models for Two- and Four-Year Colleges and Universities.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; *Community Colleges; Educational Policy; *Financial Support; Graduation; Higher Education; Licensing Examinations (Professions); Models; Outcomes of Education; Performance Factors; School Holding Power; *State Colleges; *State Standards; Transfer Students
IDENTIFIERS- Arkansas; Colorado; Florida; Kentucky; Minnesota; Missouri; *Performance Funding; *Performance Indicators; South Carolina; Tennessee

In two separate articles, this report compared indicators of performance-funding programs for 2-year and 4-year public colleges in eight states. It examined indicators accepted or proposed in Arkansas, Colorado, Florida, Kentucky, Minnesota, Missouri, South Carolina, and Tennessee. It was found that states had as many as 37 and as few as 9 indicators for 4-year schools, and that the indicator selections for both sectors exhibited a surprising lack of common choices. Both sectors had just five indicators picked by four or more states, and only three of these measures applied to both 2- and 4-year schools: retention/graduation rates, 2- to 4-year transfers, and licensure test scores. It was found that the external concerns of state policy makers rather than the internal concerns of the academic community dominated the choice of indicators, and that both sectors showed a shift from input to output and outcome indicators and a heavy reliance on process indicators. Appendixes provide categories of indicators and measures used or proposed for 2- and 4-year public colleges, sources for state performance indicators, and State University System of Florida outcome/output measures. (MDM)

ED 407 911 HE 030 159

Benson, Marty, Ed.
NCAA Division I Graduation-Rates Report, 1996. Graduation-Rates Data (1986-87, 1987-88, 1988-89, and 1989-90 Entering Classes), Undergraduate Enrollment Data (Fall 1995), and Student-Athlete Admissions Data (1992-1995 Entering Freshmen Classes).
PUB DATE- Jun 96
NOTE- 643p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Athletes; *College Athletics; College Students; *Colleges; Enrollment Rate; *Graduation; Higher Education; Private Colleges; Public Colleges; Racial Differences; Sex Differences; *Universities
IDENTIFIERS- *Graduation Rates; National Collegiate Athletic Association

This report provides data on graduation rates of student-athletes at National Collegiate Athletic Association (NCAA) Division I schools. Institution-specific reports for each of the 305 colleges and universities that returned surveys include graduation rates for all students enrolled in a full-time program for a degree and of student-athletes who either

ED 407 930   IR 018 331

Small, Ruth V.
Assessing the Motivational Quality of World Wide Websites.
PUB DATE- May 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attention Control; Computer Graphics; Computer Networks; Data Collection; *Design Preferences; Educational Media; Educational Strategies; *Evaluation Criteria; Feedback; Guidelines; Hypermedia; Information Retrieval; *Motivation; Multimedia Materials; Online Searching; *Relevance (Information Retrieval); Screen Design (Computers); Search Strategies; User Friendly Interface; *User Satisfaction (Information); *World Wide Web
IDENTIFIERS- *ARCS Model; User Control

As the number of World Wide Web sites continues to grow at an explosive rate, the need for design guidelines also increases. Although there are a number of resources that provide guidance on structure and content, few address the motivational aspects of Web sites. The Website Motivational Analysis Checklist (WebMAC) was developed to help diagnose the motivational quality of sites on the World Wide Web. WebMAC is based, in part, on Keller's ARCS Model of Motivational Design, and also incorporates many of the attributes that define the information science concept of "relevance," a critical concept in information retrieval. WebMAC specifies four general motivational criteria of Web sites: (1) Engaging--offers eye-catching visuals, attractive screen layout, humor, varied activities, novelty, and diverse and well-written content; (2) Meaningful--offers a statement of the purpose and importance of the site, accurate and updated information, meaningful examples and analogies, and quick and easy links to other relevant sites; (3) Organized--offers a site overview, summaries of key points, a help interface, and definitions of terms; and (4) Enjoyable for both the extrinsically and intrinsically motivated user--positive feedback on progress, user-controlled external rewards (such as animation), and quick response speed. WebMAC allows the designer or evaluator to assess the motivational quality of each of the four categories and plot a score on a graph, providing quick visual assessment of the site's strengths and weaknesses. The current version of the instrument is included. (Contains 11 references.) (Author/SWC)

ED 407 931   IR 018 332

Taylor, Wayne
Student Responses to Their Immersion in a Virtual Environment.
SPONS. AGENCY- U.S. West Foundation.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Graphics; *Computer Interfaces; *Computer Uses in Education; Display Systems; Educational Benefits; Educational Technology; Elementary Secondary Education; *Human Factors Engineering; Instructional Design; Interaction;

should determine their literacy programs' objectives, and literacy's benefits in terms of empowerment and social change should be explained to them. Programs should emphasize knowledge over product, and teaching materials should be relevant to women's situation and give them legal, social, and political knowledge so that they can change their condition. As in developed nations, literacy programs in developing nations should be based on two-way flow of information between students and teachers. (MN)

ED 407 486 CE 073 692

Bierhoff, Helvia; Prais, S. J.
Schooling as Preparation for Life and Work in Switzerland and Britain. Discussion Paper No. 75.
PUB DATE- Feb 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Basic Skills; Comparative Analysis; Curriculum; Delivery Systems; *Education Work Relationship; Educational Objectives; Educational Practices; Foreign Countries; *Instructional Effectiveness; *Mathematics Instruction; *Science Instruction; Secondary Education; Teacher Student Relationship; Teaching Styles; Technology Education; *Vocational Education
IDENTIFIERS- *Great Britain; *Switzerland

As part of a larger comparison of the school-to-work transition in Switzerland and Great Britain, instruction in mathematics, science, and practical subjects (industrial arts and home economics) in the two countries was compared by two methods: site visits to English and Swiss schools by teams of English teachers and inspectors and analyses of the performance of samples of English and Swiss students on the International Assessment of Educational Progress (IAEP). Of the English and Swiss pupils selected on a representative basis, 47% and 80% participated, respectively. The Swiss students scored significantly higher on the IAEP than the British students did. Although some English students met standards as high as those observed in Switzerland, Swiss students generally appeared to be 1-2 years ahead of their English counterparts. The observed differences between English and Swiss students' levels of achievement were attributed partly to differences in the teaching styles and syllabus content observed in the two countries and partly to the excellence of Swiss primary school teachers. Emphasis on pupils' active involvement in the learning process was greater in Switzerland. (Contains 78 footnotes. Appended is information on a Swiss experiment in comprehensive schooling.) (MN)

ED 407 487 CE 073 723

School-to-Work Opportunities. Fair Labor Standards Act and the North Carolina Wage and Hour Act. A Guide to Work-Based Learning, Federal and State Child Labor Laws, Minimum Wage Provisions, and the Provisions of Comparable North Carolina Laws. 3rd Edition.
PUB DATE- Aug 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

A project examined effective methods of delivering education and training to the residents of rural Australia through a literature review and five interview case studies of formal and nonformal training. Findings with regard to access were as follows: potential participants must be aware that the program exists and is for them; the program must be affordable and be delivered at a suitable time and place; and the knowledge and skills of potential participants must be considered in program design and participant selection. Findings in relation to delivery methods and program content emphasized relevant content, target group involvement in decision making, and learner-centered, flexible delivery. Findings related to program outcomes indicated the following: self-confidence as a learner was a critical factor in retention and success; programs that encouraged and enabled interaction between participants and expert facilitators were particularly effective in bringing about attitude change and developing confidence to implement changes. Cost effectiveness was determined by the cost of training delivery and training effectiveness for all stakeholders. (A section describes the five case study courses: whole farm planning, dairy farm management, farm best practice, certificate in food processing, and fish farm attendant. Each case study provides background information, methodology for collecting data, and evaluation of program effectiveness under the headings: access, delivery, changes, and results of changes. Appendixes contain 173 references and the instruments.) (YLB)

ED 407 505 CE 073 903

Partee, Glenda; And Others
Youth Work, Youth Development and the Transition from Schooling to Employment in England. Impressions from a Study Mission.
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Delivery Systems; *Education Work Relationship; Educational Objectives; *Educational Policy; Educational Resources; *Employment Qualifications; Foreign Countries; Public Policy; Secondary Education; *Vocational Education; *Youth Employment; *Youth Programs
IDENTIFIERS- *England; National Vocational Qualifications (England); United States

In November-December 1995, the American Youth Policy Forum sent 18 delegates (including policy aides, researchers, and practitioners) to England to learn about policies and practices for youth services, education, and employment training. The delegation members participated in forums, briefings, informal conversations, and site visits. Among the delegation's conclusions were the following: (1) England's national policies regarding youth training/employment are implemented more systematically and on a wider scale than in the United States; (2) despite government guarantees of occupational training leading to National Vocational Qualifications for all youths who have completed compulsory education but who are not in full-time schooling or employment, youth advocates indicate a lack of high-quality training slots for all youths desiring them and insufficient safety nets for youths who drop out or fail to succeed in their training placements; and (3) unlike the U.S. approach to youth service, which focuses on reductions in pathologies or risk-taking behaviors, England's approach is based on the philosophy that effective and engaging youth work

Hopkins Hospital (Baltimore, Maryland), which has supported youth mentoring initiatives at 15 hospitals across the country. Contact and address information for the two programs is provided. The bulletin then lists seven organizations that can provide further information on the topic. Brief summaries describe the organizations' focus and activities. Fifteen resource publications are listed. (YLB)

ED 407 525 CE 073 924

Building School-to-Work Systems in Rural Areas. Resource Bulletin.
PUB DATE- Dec 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Services; Computer Science Education; Demonstration Programs; *Education Work Relationship; *Entrepreneurship; *Networks; *Partnerships in Education; *Rural Areas; Rural Schools; Secondary Education; Service Learning; Technological Advancement; Technology Education; Vocational Education; Work Experience Programs

This bulletin describes practitioner-identified strategies that can help build effective school-to-work systems in rural areas. The first section highlights these strategies for rural school-to-work partnerships: start early; identify educational and economic opportunities in the community; entrepreneurial experiences; community service-learning; computer/technology skills; and build networks among rural schools. Three examples of effective practices are presented: in Rothsay, Minnesota, a community's drive to save its independent school system and reopen its closed hardware store that led to the school board's purchase of the store and replace the high school's business simulation class with the opportunity to run a real business; REAL Enterprises in Oklahoma, a nonprofit organization formed to help rural schools create innovative entrepreneurial education programs; and training students at Rock Creek High School in St. George, Kansas, to install and troubleshoot the school district's computer systems. Contact and address information for the programs is provided. The bulletin then lists six organizations that can provide further information on the topic. Brief summaries describe the organizations' focus and activities. Five resource publications are listed. (YLB)

ED 407 526 CE 073 925

Academic Standards and School-to-Work. Resource Bulletin.
PUB DATE- Jan 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; Career Education; *Education Work Relationship; *Employment Potential; Federal Government; Integrated Curriculum; *Labor Force Development; National Programs; Professional Development; Secondary Education; State Government; State Programs; Vocational Education

This bulletin focuses on the connection between student performance and standards that has led to reform efforts designed to set high standards and develop new ways to measure student performance. It provides an overview of national, state, and local efforts to develop standards. The bulletin then discusses these practitioner-identified approaches to help build an education system that prepares all students for

The goal of this research project was to create a guide on the effective use of assessment instruments and methodologies, related resources, and guidelines for measuring adult learners' attainment of basic skills and competencies to document educational gains and demonstrate program quality. The project focused on confirming current use of assessment in adult basic and literacy education (ABLE) programs and conducting focus groups to determine perceived barriers to using standardized assessments. Ongoing consultation with COSMOS Corporation (the project contractor) confirmed ABLE programs' current use of assessment instruments and methodologies. The project team conducted a literature review to develop supplemental information on recently published, commercially available assessments and on current assessment practices. This research also included conducting focus groups with ABLE practitioners to identify concerns and issues relating to assessment practices. Based on the research, project staff developed a basic guide to the effective use of standardized and informal assessments. (Focus group questions are appended.) (YLB)

ED 407 545 CE 073 971

Barron, John M.; And Others
On the Job Training.
SPONS. AGENCY- Small Business Administration, Washington, D.C.
PUB DATE- 97
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Continuing Education; Dropouts; Educational Needs; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; Employment Level; *Employment Practices; *Entry Workers; Futures (of Society); *Government Role; High School Graduates; High Schools; Higher Education; Job Performance; Job Skills; *Labor Force Development; *On the Job Training; *Productivity

Using a review of literature and data collected from worker and employer surveys, a study examined on-the-job training and its implications. Among the factors analyzed were the following: (1) on-the-job training as an investment in human capital; (2) measures of on-the-job training; (3) who receives on-the-job training; (4) how well do we measure on-the-job training; (5) the impact of training on wages and productivity; and (6) training and firm recruiting strategies. The study found that most newly hired workers undergo on-the-job training, although employers report more training than workers do. College-educated workers and workers employed in large establishments receive more training than their less-educated counterparts in smaller firms. The study also found that training generates productivity growth and increases wage growth, although it slightly decreases the starting wage. To avoid costly mistakes, firms make greater recruiting efforts to find workers for jobs with more extensive on-the-job training. The study concluded that, if government wants to encourage on-the-job training in private industry, it should target under-served groups, and it should allow industry to determine the most efficient method of training. Merely requiring more formal training could result in higher expenditures without actually increasing the amount of training workers receive. (150 references) (KC)

ED 407 546 CE 073 972

Sherritt, Caroline; Basom, Margaret

graduates considered their course material sufficiently comprehensive, 67% rated home study more difficult than the "classroom education" they had experienced, 53% rated the overall instructional services offered by their correspondence/distance institutions as superior, 96% considered their degree to have been worth the effort, 46% rated their distance degree more valuable than resident school degrees in the same subject/field, and 47% rated their degree as valuable as other resident school degrees. Of the 55% of contacted supervisors who completed questionnaires, 84% knew that their employee had earned an academic degree by correspondence/distance study, 94% thought that the graduate they supervised compared favorably in knowledge, skills, and attitudes with subordinates holding resident degrees, and 92% said that they would be inclined to hire and supervisor other individuals holding correspondence/distance study degrees. (Forty-five graphs are included. Both survey instruments are appended.) (MN)

ED 407 565 CE 073 998

NHSC Business Standards Course. A Home Study Course on the Ethical Standards of the National Home Study Council.
PUB DATE- 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accreditation (Institutions); Adult Education; Codes of Ethics; *Correspondence Schools; Correspondence Study; Distance Education; *Ethical Instruction; *Ethics; *Home Study; Instructional Materials; Professional Development; *Standards; Vocational Education

Written expressly for the National Home Study Council (NHSC) school executive, this course is an introduction, refresher, and reminder on the various ethical and administrative standards developed by and required of NHSC-accredited schools. It is intended to acquaint accredited school staff with the NHSC Business Standards and should become an integral part of an accredited school's new employee training program. The five lessons require the completion and submission of four assignments to complete the course. The assignments are as follows: analyze a magazine advertisement, create an advertisement for a newspaper, calculate refunds, and complete a final examination. The course is designed to take 6-8 hours. Lesson 1 is introduction. Lesson 2 covers history of the private home study movement and NHSC Code of Ethics. Lesson 3 is concerned with advertising practices. It provides a workshop on evaluating advertisements, contains a self-test, and concludes with a checklist for ads. Lesson 4 focuses on student enrollment, the "contract" or enrollment agreement, federal regulations and other requirements, admissions policies, and sales representatives. A workshop on representatives is provided. Lesson 5 covers tuition, the NHSC refund policy, and tuition collections. A workshop on tuition is provided. The final examination follows lesson 5. An examiner's rating form is appended. (YLB)

ED 407 566 CE 073 999

Accreditation Handbook. Policies, Procedures, and Standards of the Accrediting Commission of the Distance Education and Training Council. Updated Version.

the private world of the family was more exclusively their responsibility. Although nearly all the women had some paid work experience and mentioned the personal gains from having a paid job, the key sense of worth for many of them still lay in the private world of the home. The men did not generally place as much significance on the home, and they generally received a sense of self-worth through employment that persisted into their retirement years. Many of the people leading the fullest lives were no longer living in marriages. (Contains 17 references.) (MN)

ED 407 583 CE 074 039

Kirkwood, Colin
Scotland as a Learning Society: Identity, Difference and Relatedness. Occasional Papers Series: No. 9.
PUB DATE- Mar 96
NOTE- 21p.; Paper presented at the conference "Scotland as a Learning Society: Issues of Culture and Identity" (Edinburgh, Scotland, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Cultural Awareness; Educational Objectives; Educational Trends; Foreign Countries; Humanistic Education; *Identification (Psychology); *Lifelong Learning; Role of Education; Self Actualization; *Self Concept; Social Change
IDENTIFIERS- *Learning Society; *Scotland

Over the past 30 years, many changes have taken place in education in Scotland. Adult learning has increasingly figured in the broad canvas of education, teachers are increasingly being viewed as mangers of learning resources or facilitators of learning, and the emphasis has shifted from imbibing knowledge through books to active learning and reflection on experience. The notion of the learning society has given succinct expression to many of these changes. A learning society is one in which people are encouraged to engage in knowing themselves, each other, and the world. The notion that learning is somehow integrated with responsible participation in society is an implication of the notion of a leaning society. It may be suggested that learning about identity, difference, and relatedness touches the heart of the most difficult challenge facing human beings: the need to know oneself and one's own culture while also becoming more open and capable of knowing, communicating and collaborating with, and valuing other people from other cultures. Current developments in the relationships between Northern Ireland's Catholic and Protestant communities and between Scotland and England are contemporary examples of attempts to meet or evade that challenge. (Contains 15 references.) (MN)

ED 407 584 CE 074 040

Schuller, Tom
Building Social Capital: Steps towards a Learning Society. Occasional Papers Series: No. 11.
PUB DATE- Dec 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; Educational Demand; Educational Supply; Foreign Countries; Higher

British Open University (BOU). It also discusses the nature and role of each of these entities, including growth and development of higher education and the philosophies underpinning practice. Results of the comparisons show that the systems in the two countries have little difference in form but have different practices. In China, distance higher education is part of a higher education system that is the subsystem of the larger political, social, and economic systems. It is characterized by its submission to the government for the good of society at the sacrifice of individualism. In Britain, the open university has the autonomy to make its own decisions. The open university has roots in the long history of correspondence education in Britain but it is more influenced by the ideas of egalitarianism, democracy, and lifelong education. The study concludes that the type and practice of distance education vary not simply by their historical development but also by their societal context. The paper contains 8 tables, 3 three figures and 58 references. (KC)

ED 407 602 CE 074 082

Rajasingham, Lalita
The Research Path to the Virtual Class. ZIFF Papiere 105.
PUB DATE- May 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiotape Recordings; Audiovisual Instruction; Closed Circuit Television; *Computer Uses In Education; Cost Effectiveness; *Distance Education; Educational Innovation; *Educational Media; *Educational Technology; Educational Television; Foreign Countries; Interactive Television; Multimedia Instruction; Postsecondary Education; Program Development; Teaching Methods; Technological Advancement; Telecourses; Videotape Recordings
IDENTIFIERS- *Integrated Services Digital Networks; *New Zealand

This paper describes a project conducted in 1991-92, based on research conducted in 1986-87 that demonstrated the need for a telecommunications system with the capacity of integrated services digital networks (ISDN) that would allow for sound, vision, and integrated computer services. Called the Tri-Centre Project, it set out to explore, from the point of view of the Telecom Corporation of New Zealand and three educational institutions, how an educational ISDN can be set up in New Zealand and the critical issues that need to be addressed to implement educational ISDN to advance the educational system of New Zealand. The project generated great interest, forming the basis for the Network College of Communication in the Pacific which was initiated with the University of Hawaii and the East-West Centre. This paper describes the project and the various types of technology used to conduct a "virtual class." It also discusses learning theory and predicts the future of educational technology use. It contains 31 references. (Author/KC)

ED 407 603 CE 074 083

Fritsch, Helmut
Host Contacted, Waiting for Reply.
PUB DATE- May 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

ethical practice. The types of problems faced by psychologists and the help offered by one support program are presented. The purpose of the Psychologist Support Program (PSP) of the Ontario (Canada) Psychological Association (OPA) is to assist individual OPA members who may be experiencing personal or lifestyle problems. It is intended to address the needs of psychologists who seek out assistance for themselves. Many of these problems are stress-related or stress-causing. The structure of the support program is such that help is available to any OPA member. Details of the services offered by peer consultants and the procedures for using the program are provided. Some of the myriad of issues affecting psychologists are addressed, such as confidentiality and the limits of confidentiality in the context of the PSP. Despite publicity for the program, only five psychologists registered to be peer consultants, and no caller has identified him or herself when calling the referral service. Some of the reasons behind this include: (1) the professional paradox; (2) malignant denial; (3) the concerns psychologists have about confidentiality; and (4) guild protectiveness. (RJM)

ED 407 621 CG 027 672

Minnesota YouthBuild Program Overview, 1995.
PUB DATE- Jan 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *At Risk Persons; *Carpentry; *Construction Programs; Delinquency; Education Work Relationship; High School Equivalency Programs; High Schools; Intervention; Job Skills; Juvenile Gangs; Program Descriptions; *Skill Development; *Youth Programs
IDENTIFIERS- *Minnesota

Many times, young people can make a significant impact on their communities. An example of this potential is evident in the Minnesota statewide youth program, in which at-risk youth rebuild their neighborhoods. The program enables young people to gain job skills while working toward their high school diploma or GED, to play a respected role in their communities, and to build safe, affordable housing. The program targets youth involved with the criminal justice system and those who belong to gangs. The program also helps those youth who have difficulty making the transition from school to work. The program serviced approximately 315 young people in 1995 and 46 units of affordable housing were made available to over 200 homeless, battered women and children, and low-income persons. During 1995, 80% of all participants (ages 16 to 24) successfully completed the program, averaging 90% attendance. Overall follow-up data indicate that an estimated 70% of participants went on to obtain their high school diploma or GED. Fifty percent of all graduates attended a technical and vocational school, college, or other postsecondary institution. Participants gained increased skills in leadership development and self-esteem and reduction in negative behaviors. A synopsis of each of the state programs is provided. (RJM)

ED 407 622 CG 027 677

Liu, Theresa C.; Li, Chieh
Psychoeducational Interventions with Southeast Asian Students: An Ecological Approach.

begins with a description of the most commonly used instrument for assessing violence in dating and other relationships: the Conflict Tactics Scale. This overview is followed by consideration of the prevalence and the scope of dating violence. Further consideration is given to locus of control as one factor that may affect understanding of the issues surrounding violence in dating relationships. It is noted that violence in relationships has been studied extensively since the 1970s. Individuals in psychologically abusive settings may experience isolation, loss of self-esteem, powerlessness, and feelings of helplessness. Violence can result in the victim suffering from lessened self-efficacy, emotional and physical health problems, and an increase in substance use and abuse. Among college students, dating violence can have costly consequences for self-identity, intimate relationships, academic success, and adult-like independence. Contains 67 references. (RJM)

ED 407 641 CG 027 733

Greene, Ken; Kariuki, Patrick
Self-Concept in Special Needs Students in Homogeneous and Heterogeneous Groupings in Seventh and Eighth Grade Students.
PUB DATE- Nov 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Classroom Environment; Grade 7; Grade 8; Junior High Schools; *Mainstreaming; Middle Schools; *Self Concept; *Self Concept Measures; *Special Needs Students; Teacher Attitudes; *Teacher Influence; Teacher Student Relationship
IDENTIFIERS- *Heterogeneous Classrooms; Middle School Students

The classroom environment that teachers provide for special needs students directly influences students' self-concept. To explore the scope of this relationship, students in homogeneous and heterogeneous classes, along with other environmental factors, were studied. Data was taken from special needs students in middle school, who either had been separated into a homogeneous class or had been mainstreamed. Direct observations of teachers and different classes were conducted and these observations were combined with student interviews and sociograms. Results were analyzed using measures of central tendency, measures of dispersion, selected t-tests, and other techniques. Findings indicate that no significant difference exists between self concept and class grouping. However, a strong relationship between grouping and teacher attitude was discovered. Those students with a team of consistently supportive teachers had higher self-concept scores than did students with less supportive teachers. Parental support, it was determined, showed no significant difference in relationship to self-concept. This suggests that students had loyalties to their parents regardless of parental support. Overall, students' self-concepts, irrespective of their grouping, are elevated in consistently supportive school environments, or are lessened in inconsistent or unsupportive classroom environments. Contains 14 references. (RJM)

ED 407 642 CG 027 736

synthesis (blending), and phonological analysis. Of the subjects, 122 were administered measures of reading ability one year later in grade 1. Results indicated (1) the most successful model showed naming and memory abilities contributing toward the acquisition of letter knowledge and the development of rhyming ability, which in turn supported synthesis, which then contributed to analysis which had the only significant effect upon reading; (2) phonological analysis was the most salient predictor of grade 1 reading; and (3) the causal path was more plausibly from analysis to reading than from reading to analysis. Findings support two conclusions: phonological analysis is the most powerful cognitive variable determining early reading competency; and phonological analysis depends in turn upon earlier developing skills, including phonological synthesis, letter knowledge, and naming, memory, and rhyming abilities. (Four figures and three tables of data are attached.) (RS)

ED 407 662 CS 012 820

McJamerson, Nanthalia W.; And Others
"Reconstructing" Lives: A Reading-for-Empowerment Project.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autobiographies; Change Strategies; Higher Education; Program Descriptions; Program Effectiveness; Social Sciences; *Student Development; *Student Empowerment; *Success
IDENTIFIERS- *Reading Uses; South Carolina State University

A Reading-for-Empowerment project used a critical social science approach. Phase I of the project was an in-depth study of successful lives to discern the critical factors which lead to success. Four graduate counselor trainees at South Carolina State University examined the autobiographies of Maya Angelou, Zora Neal Hurston, John H. Johnson, and Malcolm X. Six essential factors or "common fibers" were identified and developed into the Success "Fibers" Model of Development. Participants in Phase II of the project read an autobiography of a famous person, analyzed the person's life, reconstructed the person's life, and applied lessons learned about success factors to their own life. Participants completed an open-ended survey and reported development of a sense of empowerment in 4 categories: (1) increased insight; (2) increased encouragement; (3) new awareness of possibilities for personal success; and (4) actual behavior changes and plan for behavior changes to create personal success. Phase III of the project will involve pretests, the project experience and posttest to determine the impact of the project in helping students reach their potential. (Contains five tables and a figure that presents aspects of the project and comments from participants. Appendixes presents a program produced as a result of Phase II of the project, and sample worksheets from Phase III of the project.) (RS)

ED 407 663 CS 012 821

McClain, Veda Pendleton; Stahl, Steven A.
Standing in the Gap: Parents Reading with Children.
PUB DATE- Nov 95
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2,

an initially willful and often unhappy child who, through frequent mishaps and firm teacherly correction, learns that pulling hair is always a bad idea, and that she cannot expect everyone to see and do everything her way. Ramona evolves into someone Roberta (her new baby sister) can safely emulate and pester, as Ramona herself pestered older sister Beezus. In short, Ramona is wised up and much happier by the end of "Ramona Forever" than she was in the earlier installments of her saga, when she was diagnosed as having "poor self-control" and a "negative desire for attention." Ramona's scholastic trials, however, can be seen less as ordinary (harmless) rites of passage than as ubiquitous (but traumatic) examples of the ways schools function to normalize and homogenize their subjects. Ramona is seen as moving from one wounding experience to another as she learns how to get by and do exactly what is expected of her with half her brain while daydreaming with the other half. (NKA)

ED 407 682   CS 215 842

Cabral, Len; Manduca, Mia
Len Cabral's Storytelling Book.
PUB DATE- 97
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Participation; Class Activities; Classroom Techniques; Cultural Context; *Curriculum Enrichment; Early Childhood Education; Elementary Education; Multicultural Education; *Oral Language; Oral Tradition; Skill Development; *Story Telling
IDENTIFIERS- Folktales; Oral Communication Across the Curriculum; *Oral Literature

This book provides the basic knowledge to be able to tell stories. The stories presented target children in preschool through sixth grade. Following an introduction which considers the value of storytelling in culture and in education, the first chapter explains how to use the book and introduces the "telling guide," which appears throughout most of the book in the right-hand column beside the stories. The first chapter telling guide also provides directions for facial expressions, voice emphasis, body movements and gestures, and audience participation. This chapter also discusses the purpose and format of the teaching guides which appear throughout the book at the end of each chapter and which can be related to various curriculum areas. The second chapter, for the beginning storyteller, includes three simple stories and provides specific directions to begin telling a story--what to memorize and thoughts on where and how to tell. The third chapter offers three longer stories and allows for more audience participation. The fourth chapter, for the advanced storyteller, offers guidance in the use of movement, drama, songs, silence, and humor. The fifth chapter contains nine stories with various degrees of participation, each accompanied by a telling and teaching guide. The sixth chapter presents five additional stories, without guides. The seventh chapter includes exercises and activities. The eighth chapter contains 19 questions frequently asked by educators and caregivers.

from preschool to higher education; a summary of the way in which education in Scotland is funded, managed, and evaluated by the central government and local education authorities; detailed information on the role and responsibilities of the educational agencies; and full contact information for the 46 further education colleges and 23 higher education institutions. (LMI)

ED 407 701 EA 028 286

Collection of "Clearinghouse Notes," 1995-96.
PUB DATE- Jan 97
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Bilingual Education; Charter Schools; Discipline Policy; Educational Assessment; Educational Finance; Educational Technology; Elementary Secondary Education; Enrollment; Governance; Graduation Requirements; High Risk Students; Parent Participation; School Choice; *School Law; School Schedules; Special Education; *State Action; *State Legislation; *State Regulation; State School District Relationship; *State Standards; Student Evaluation; Teacher Qualifications; Textbook Selection

During the 1995-96 year, the Education Commission of the States (ECS) Clearinghouse issued almost three dozen "Clearinghouse Notes" on a wide array of education issues. The notes, which are usually one to two pages long, show at a glance state legislation passed or pending on specific education issues. This packet contains the complete set of published notes for 1995-96. The notes cover the following topics: accountability, assessment, alternative schools, at-risk funding programs, attendance, bilingual education, charter schools, discipline, dual enrollment, exit exams, finance, flexibility, governance, incentives/sanctions, open enrollment and school choice, parent involvement, school districts, secondary education, teachers, school uniforms, scheduling, special education, technology, and textbooks. (LMI)

ED 407 702 EA 028 312

Danzig, Arnold D.
Building Expertise in Educational Leadership by Writing and Reflecting on Stories of Practice.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Educational Administration; Elementary Secondary Education; *Leadership; Leadership Qualities; Leadership Styles; *Problem Solving; Socialization; *Story Telling; *Theory Practice Relationship; Values
IDENTIFIERS- *Beginning Administrators

Graduate programs in educational administration often do not accurately portray the realities of the job. This paper describes an approach by which administrators and those in district background information; a summary of the district's Blueprint 2000 implementation efforts and effects on the students, teachers, and school administration; and highlights of various school-improvement initiatives. The school profiles provide information about the school-improvement process, stakeholder p

ED 407 720 EA 028 347

Ulmer, Walter F., Jr.
Inside View: A Leader's Observations on Leadership.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Ethics; *Leadership; *Leadership Qualities; *Leadership Responsibility; Military Organizations; *Organizational Development; Organizational Effectiveness

Walter F. Ulmer, Jr., is a retired three-star general in the United States Army and former president and chief executive officer of the Center for Creative Leadership. This book is a compilation of columns that he wrote during 1990-94 for the Center's periodical "Issues and Observations." The articles emphasize learning as the essential connection between theory and practice. The book begins with an adaptation of an essay written for the Kellogg Leadership Studies Program, called "Learning and Relearning." Other articles include the following: (1) "The Pitfall of Instant Gratification"; (2) "A Few 'Truths'"; (3) "A Shadow Definition"; (4) "Bad Lessons"; (5) "An Issue and an Observation"; (6) "Assessment"; (7) "Questions of Change"; (8) "Comparing Military and Business Leaders"; (9) The Need to Build, as Well as Operate, Organizations"; (10) "More Learning"; (11) "Lessons from the Battlefield"; and (12) "Good and Bad Questions." (LMI)

ED 407 721 EA 028 348

Costa, Arthur L., Ed.; Liebmann, Rosemarie M., Ed.
The Process-Centered School: Sustaining a Renaissance Community.
PUB DATE- 97
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Educational Assessment; *Educational Change; Educational Innovation; Elementary Secondary Education; *Organizational Development; Professional Development; *School Restructuring

The time has come to shift the focus from the "what" of knowledge (content) to the "how" of learning (processes). This book is the third in a series of three books in the Process as Content trilogy. The book offers suggestions and strategies for educators beginning the journey of transferring education into a process-oriented paradigm. The book views redesign of the curriculum as the main component of re-visioning the school. Following the foreword by Peter M. Senge, and the preface to the trilogy and the preface to the process-centered school both by Arthur L. Costa and Rosemarie M. Liebman, the essays include: (1) "Constructing the Metaphors for Process" (Diane P.

During the early 1990s, the Hartford, Connecticut, public school system experienced serious financial problems and a downward trend in the key indicators of educational success. In 1994 the Hartford, Connecticut, board of education granted Education Alternatives, Incorporated (EAI), a 5-year contract to manage the school district. This paper presents findings of an evaluation of the Hartford/EAI experience. Data were obtained through a review of the contract and other documents, a site visit, and interviews. In January 1996, about one and one-half years into implementation, the school board terminated its contract with EAI. EAI assumed responsibility for managing the operations of the 32 schools in the district while the board retained ultimate policymaking authority. The contract did not specify that EAI implement its Tesseract instructional approach. Rather, EAI was to recommend and implement enhancements to the educational program, and spend $20 million on educational technology and $1.6 million on building improvements. Conflict arose when EAI's proposed budget for 1995-96 included cuts in teaching positions. The district reported that the contract was terminated because EAI concluded that it would not operate under the contract as written. EAI stated that it ceased services to Hartford because the district failed to pay for services rendered in accordance with the contract. EAI is credited with improving access to educational technology and making school repairs (concentrated in six schools), and helping the school district secure a zero increase in teachers' salaries for one year. Data on student performance was not yet available. (LMI)

ED 407 739   EA 028 369

Doughty, Sherri
The Private Management of Public Schools: The Baltimore, Maryland, Experience.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contracts; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Free Enterprise System; Performance; Private Sector; *Privatization; Program Effectiveness; Program Evaluation; *Public Schools; School Districts; Unions
IDENTIFIERS- *Baltimore City Public Schools MD

In 1992 the Baltimore City Public School District (Maryland) entered into a 5-year contract with Education Alternatives, Incorporated (EAI), to manage 9 of its schools. Baltimore's private-management model differed significantly from that of Dade County, Florida, in that EAI was given overall management responsibility. Data were gathered through a review of the contract, a site visit, reviews of school operating expenses and student-outcome data before and after private management, and interviews with stakeholders. Baltimore contracted with EAI to produce dramatic improvement in student outcomes, to save the school system money in noninstructional services and redirect the savings into the classrooms, and to implement its Tesseract instructional approach. EAI brought three corporate partners into the arrangement--KPMG Peat Marwick, Computer Curriculum Corporation, and Johnson Controls World Services, Inc.--under the group name Alliance for Schools That Work. The

Thirty-three college students with learning disabilities responded to a request to identify their learning disability. The responses were then coded and a summary of the professional diagnoses of the learning disabilities was added to the students' self-descriptions. Five authorities in the field of learning disabilities were asked to use a five-point rating scale to determine how well the descriptions agreed. Only one-third of the college students were able to describe their own learning disability so that it agreed with the summary of the professional diagnosis. Recentness of diagnosis, age, and IQ were found to be unrelated to the agreement. Only grade point average was positively associated with the ability for self-description. The study indicates that high school individualized education program (IEP) information was the most difficult for students to repeat, compared to university, community college, or private practice psychologists' diagnoses. Less than half of the professional diagnoses included both processing and achievement information in summary statements; however, this is the information that the students commonly use when articulating the nature of their disability. (CR)

ED 407 757   EC 305 450

Brolin, Donn E.
Life Centered Career Education: A Competency Based Approach. Fifth Edition.
PUB DATE- 97
NOTE- 186p.; For related documents, see ED 350 784-787 and ED 405 725.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Rating Scales; *Career Education; Competency Based Education; *Curriculum; *Daily Living Skills; *Disabilities; *Independent Living; Individualized Education Programs; Interpersonal Communication; *Interpersonal Competence; Secondary Education; Skill Development; Student Evaluation

This curriculum guide, based on the position that career education is a major focus of the educational program, is designed to assist students with disabilities to become productive workers and independent adults. Chapter 1 provides an overview of the history and importance of career education for children with disabilities. The features of career education and the differences between career education and vocational education are explained, and barriers to the implementation of career education are identified. Recommendations for future directions are also provided. Chapter 2 describes the Life Centered Career Education (LCCE) Curriculum, which organizes 22 student competencies into three primary categories: daily living skills, personal-social skills, and occupational guidance and preparation. Information is presented on the LCCE transitional model; implementation of the LCCE model; and the roles of special educators, general educators, families, and community personnel in the LCCE education program. Each of the 22 competencies is further divided into 97 subcompetencies presented in Chapter 3. For each subcompetency, objectives are listed along with activities and strategies for achieving the objectives and an explanation of the adult/peer role. The final chapter discusses student competency assessment and provides rating scales to measure experiencing social isolation and peers who serve as inclusion facilitators, in order to plan and participate in social and recreational activities in the community, identify and minimize barriers to inclusion, and expand students' social skills and options. The introduction offers guidelines for initiating and implementing the program, including getting administrative support and recruiting students. The 20 lessons combine disability-specific information with interpersonal skill building and practical experience in community settings. Among the topics covered by the lessons are: how people are alike, myths and misconceptions, quality-of-life issues, friendship, communicating with others, characteristics and needs of persons with autism and mental retardation, characteristics and needs of persons with physical and other disabilities, enhancing sensitivity, teamwork, legal and human rights, being an advocate, and self-determination. Lesson plans typically include an objective, a statement of key learning, a list of needed materials, suggestions for instructor preparation, a detailed lesson plan, and activity sheets. Attached is a list of associated videotapes and sample program forms. (DB)

ED 407 775 EC 305 531

Pagano, John
Initial Considerations for Helping Your Infant Learn To Eat and Strategies To Promote Oral Eating in Infants.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Basic Skills; Child Rearing; *Developmental Disabilities; Eating Disorders; *Eating Habits; *Infants; Intervention; Nutrition; *Skill Development; Toddlers
IDENTIFIERS- *Feeding Problems

These two papers offer parents of infants and toddlers with developmental disabilities and feeding problems both general advice and specific intervention strategies. The first paper examines the causes of feeding difficulty (such as a physical structure problem, fear of eating, or difficulty learning to eat); the need for intervention while simultaneously assuring that the child gets adequate nutrition; indications of a possible eating difficulty (such as resisting feeding); the role of physicians and therapists; and other resources. The second paper offers specific strategies for teaching the infant how to eat by mouth. These include behavioral strategies (such as rewarding acceptance of new foods with a favorite food), careful positioning for feeding, and provision of appropriate sensory oral-motor input through systematic facial and gum massage. (DB)

ED 407 776 EC 305 532

Teaching Students with Visual Impairments. Programming for Students with Special Needs. No. 5.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference

Runge); "Overview of the Role of Aquatics for Persons with Different Abilities" (Lorraine Bloomquist); "Wheelchair Dance" (Gertrude Krombholz); "Achieving the "Ultra-Stretch"--A Method for Increasing Flexibility and Fitness for Everyone" (Christine Stopka); "Traditional Korean Play: Jegi-Chagi for Students with Physical Disabilities" (Yong-Ae Whang); "Why Choose Horseback Riding?" (Natalie Bieber); "Three Decades of Adapting Activities to Maximize Student Skill Development" (James Cowart); "Go for the Gold: Common Sense Strategies for Working with ADHD Children" (Michael Davey); "Let's Work Together: Team Building Pool Games" (Phillip Conatser); "The Fitness Clinic for Physically Disabled at San Diego State University: A Model for the Future" (Peter Aufsesser); "Competitive Wheelchair Athletics" (Stefanie Opsal and Amy Crowley); "Appropriate Inclusion in Physical Education: From Perceptions to Practical Pointers" (Nathan Murata and Samuel Hodges); "Adapted Physical Education-Accommodation or Innovation?" (Laura Hunter); "A Practical Application of Aquatics for Persons with Disabilities" (Lorraine E. Bloomquist); "AAALF and the Alliance: Partners in Fitness Education" (Janet A. Seaman); "Raising a Child with Disabilities in the Family" (Catherine Crain and others); "Preparing Students with Disabilities for Spring Break '97" (Jayne Swercinski and Lisa Burres); "The Paralympic Movement: Yesterday, Today and Tomorrow" (Robert D. Steadward); "Olympic Access: Design for Athletes, Spectators, and Employees" (Kim Beasley); "Resistive Exercise for Older Adults and Cardiac Patients: Practical Considerations" (Loran D. Erdmann); "Basic Skills and Inclusion of Various Ability Levels" (Robert Weber and Others); "Using Summer Camps to Provide a Developmental Sequence for Physical Activity" (Stefanie Opsal and Amy Crowley); "Moving to a Theme" (Carol A. Ryan); "Inclusion: Modifying Games and Sports Activities for Individuals with Disabilities" (Fred Schack); "Try-Umph-Promoting Sport, Fitness, and Recreation for Youth with Physical Disabilities" (Barbara Anthony); "Trouble or Triumph: Novel Falls Prevention Strategies for Older Adults with Disability" (Mark Alexander Hirsch); "Liability Concerns for Working with Individuals with Disabilities" (Peter Aufsesser); "Pain Free Exercise Training for People with Peripheral Vascular Disease?" (Christine Stopka and others); "Integration in Wheelchair Athletics at University of Wisconsin-Whitewater" (Stefanie Opsal and others); "A Systematic Application of Activity-Based Intervention in Physical Education Programming for Preschoolers with Disabilities" (Ronald Ricardo Smith); and "Introducing Kids to Sports" (Paddy Rossbach). Some presentations conta

ED 407 795   EC 305 554

Serving Youth with Disabilities within School-to-Work Systems. Resource Bulletin.
PUB DATE- Feb 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Career Planning; *Disabilities; *Education Work Relationship; Educational Strategies; Interpersonal Competence; Program Design; Program Development; Regular and Special Education Relationship; Secondary Education; Self Determination; Transitional Programs

1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blindness; Case Studies; *Childhood Attitudes; Consciousness Raising; Educational Strategies; *Electronic Mail; *Internet; *Interpersonal Communication; Primary Education; Social Differences; *Student Attitudes
IDENTIFIERS- *Attitudes toward Disabled

This case study describes the Internet correspondence using MOO, a multiuser, object-oriented site, that was developed between six third-grade girls and TCC, an adult with blindness. The changes from the students' original attitudes toward blindness, that blindness posed a barrier to communication and relationship-building, into their acceptance that blindness is a different way of living in the world, is described. Three stages of the students' growing understanding of blindness and ability/disability are described: (1) their first encounters with blindness in the context of having to develop new types of reading and writing skills for the electronic mail exchange; (2) their growing awareness of social and practical differences between the lives of the blind and the sighted as they developed their technical Internet skills; and (3) their focused explorations of the experience of blindness off-line and their creative transfer of that learning to other social contexts and understanding of disability. Results indicate that: (1) the Internet can provide valuable contexts for skill and knowledge development at the elementary school level and (2) the Internet is conducive to building interpersonal relationships because it masks social differences, while at the same time it can facilitate greater understanding of social differences. (CR)

ED 407 812 EC 305 572

McLaughlin, Margaret J.; And Others
Reform for All? General and Special Education Reforms in Five Local School Districts.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 97
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Case Studies; *Disabilities; Disability Identification; *Educational Change; Educational Finance; Elementary Secondary Education; Governance; Inclusive Schools; Knowledge Level; *Policy Formation; Program Administration; Program Implementation; *Regular and Special Education Relationship; School Districts; Student Evaluation; Student Placement; *Teacher Collaboration

This paper presents selected findings from a three-year research investigation of general and special education reform initiatives implemented in five local school districts across the United States (including a large urban, predominately minority system; two suburban districts; a small independent city district; a large county-wide system; two rural school districts; and an independent town.) Case studies were conducted in each of the districts to document and describe

NOTE- 34p.; In: "Language Assessment in Action," Brindley, G., Ed. Sydney, Australia: NCELTR; p31-63.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Evaluation Criteria; Foreign Countries; Instructional Design; Instructional Program Divisions; *Language Proficiency; *Rating Scales; Student Characteristics; *Student Evaluation; *Student Placement; Test Construction; Test Validity
IDENTIFIERS- *National Languages and Literacy Inst (Australia)

The development of the National Languages and Literacy Institute of Australia (NLLIA) rating scales (bandscales) for English-as-a-Second Language (ESL) proficiency in school-age children is described, focusing on issues arising in the process. The origins of the larger ESL Development Project, of which the bandscales project was a part, are described and the program's principles are outlined. The bandscales project's objective was to create three rating scales for junior primary, middle/upper primary, and secondary school students to assist teachers in making instructional decisions and in monitoring and reporting progress. Three integrated strategies used in writing the scales are discussed: (1) adoption of a model of language ability able to account for the complexity of variables in the school context; (2) adoption of a three-tiered framework to account for the influences of age, experience, and context on students' second language development; and (3) incorporation of descriptions of second language ability in academic contexts. The process of validating the scales is also described, and issues related to implementation are addressed briefly. Contains 36 references. (MSE)

ED 407 832 FL 023 622

Modern Languages for Communication. Teaching the Curriculum: Checkpoint A, Grades K-6. Topics, Objectives, Activities in French, German, Italian, and Spanish.
PUB DATE- 88
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Class Activities; Clothing; Color; Community Services; *Course Content; Daily Living Skills; Education; Educational Objectives; Elementary Education; Employment; Family Life; *FLES; Food; French; German; Health; Housing; Interpersonal Communication; Italian; Leisure Time; *Modern Languages; Neighborhoods; Number Systems; Second Language Instruction; *Second Language Programs; *Second Languages; Spanish; State Standards; Teaching Guides; Testing; Time; Travel
IDENTIFIERS- *New York; Shopping

The modern language curriculum guide for grades K-6 is designed to correlate with Checkpoint A of the New York State Syllabus. It presents major topics, listing instructional objectives, functions, skill areas, suggested instructional materials, suggested activities, cultural content, and games, songs, and puzzles. Introductory sections outline the New York State foreign language requirements; the curriculum's format; scope and sequence; and objectives for each topic. Topics are detailed in subsequent sections. Topics include: personal organization of the state's revised second language curriculum into stages; and goals and objectives for each language skill area (listening, speaking, reading, writing, and culture) for each stage. The teacher handbook details the goals for each language skill area by providing specific objectives and sample measures for each stage and grade level. A glossary of terms relating to language arts and language instruction and the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines are appended. Contains 31 references. (MSE)

ED 407 852   FL 024 523

Owen, Laura Terese
JNCL Annual State Survey, 1996. An Assessment of Support for Foreign Languages, Bilingual Education, and English as a Second Language.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Activism; Advocacy; *Bilingual Education; Employee Attitudes; *English (Second Language); Government Employees; Job Layoff; Language Teachers; National Surveys; Policy Formation; *Professional Associations; *Public Policy; Resource Allocation; Retrenchment; Second Language Instruction; *Second Language Programs; Staff Utilization; State Aid; *State Departments of Education; State Programs; Statewide Planning

The annual survey of the Joint National Committee for Languages (JNCL) and National Council of State Supervisors of Foreign Languages (NCSSFL) assessed state-level support for foreign language, bilingual, and English-as-a-Second-Language (ESL) education. Respondents were 78 employees within state departments of education and state language associations. Results indicate two-thirds of state departments of education had downsized, with language program personnel experiencing significant job losses, an average of 17 percent. Staff whose tasks are primarily or directly related to foreign language instruction averaged 1.3; the figure doubled for bilingual and ESL education. Funds were specifically allocated for foreign language programs in 73 percent of states, with average funding about level with the previous year. Fewer states allocated funds for bilingual and ESL education, but amounts were substantially higher. Respondents felt their policymakers gave the most support to foreign language programs, in both rhetoric and action, at 35.5 percent, with bilingual education receiving 23.4 percent and ESL receiving 31 percent. States reporting the most communication between state language associations and department of education also reported high agreement on policy issues. ESL and foreign language associations were more active in advocacy efforts than bilingual education counterparts, but inter-association coordination of efforts was limited. (MSE)

ED 407 853   FL 024 524

Kuntz, Patricia S.
Beliefs about Language Learning Held by Students and Their Teacher (A Pilot Study).
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

understanding; code mixing; formulaic speech; and creative speech. Characteristics of the language use contexts were also considered. Results indicate all the children observed reached the stage of using formulaic phrases in the context in which they were taught, with a small proportion able to expand the use of formulas to other, unrelated contexts or to break them down into constituent parts. A smaller number yet showed an ability to manipulate knowledge they had in order to communicate creatively. Wide variation in language ability meant teachers had to tailor input to each child's competence level. Through a mixture of whole-group, small-group, and individual interaction, the teachers were able to do this a significant portion of the time. A critical turning point appeared when the children moved away from formulaic phrases in taught contexts to using the same formulas in novel and unrelated contexts and to using more creative speech. Contains 15 references. (MSE)

ED 407 872 FL 024 558

Ruane, Mary
Academic Regulation of EFL in Ireland: Developments since 1991.
PUB DATE- 95
NOTE- 19p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Agency Role; Educational Change; Educational Demand; Educational History; *Educational Policy; Educational Trends; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Language Planning; Language Research; *Language Role; Political Influences; Public Agencies; *Public Policy; Second Language Instruction; Trend Analysis
IDENTIFIERS- *Ireland

Changes in educational policy concerning the teaching of English as a foreign language (EFL) in Ireland, and events surrounding those changes, are chronicled. The evolution of public agencies and private organizations, including teacher associations, and their roles in effecting change are described. Pressures leading to the formal announcement in January 1991 of an official policy on expansion of EFL instruction are examined, and a followup government policy statement in June 1992 is outlined. It is noted that government and language teaching industry interests in EFL expansion coincided to a great extent during this process, and a December 1993 government effort to reorganize its Advisory Council on English Language Schools (ACELS) attempted to draw two major non-government groups into policy formation. Conflicts over this proposal, particularly those involving participation of a private association of English-language schools, are explained, and the method in which the issues were resolved is described. The full text of the resulting statement of policy concerning academic regulation of EFL instruction is appended. Contains 11 references. (MSE)

ED 407 873 FL 024 559

Singleton, David
Second Languages in the Primary School: The Age Factor Dimension.
PUB DATE- 95
NOTE- 13p.; For serial publication in which this article appears,

Postsecondary Education; Racial Differences; State Aid; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students

This report provides an overview of the available racial and ethnic data on high school completion rates, college participation, college enrollment, degrees conferred, and employment in higher education for the period 1973-1993. Major data sources were reports of the U.S. Bureau of the Census and the National Center for Education Statistics. The report also includes a special focus on American Indian and Alaska Native demographic and educational trends. Trends identified include the following: African American and Hispanic rates of high school completion show some improvement at 74.8 percent for African Americans and 60.7 percent for Hispanics, versus the rate of 83.4 percent for white students. Women continue to complete high school at higher rates than men with a 5 percent gap for Hispanics, 3.9 percent gap for African Americans, and 3.2 percent gap for whites. The college-age population continued to decline, falling 15.6 percent from 1983 to 1993, and total college enrollment declined 1.2 percent between 1992-93. The enrollment rate for students of color in higher education increased 2.6 percent between 1992 and 1993, less than the gains for the previous several years. American Indian and Alaska Native student enrollment in higher education has increased 39 percent since 1982 with approximately 50 percent of students receiving student financial aid. Thirty tables and 46 figures provide detailed statistical data. (Contains 99 references.) (JLS)

ED 407 892   HE 030 137

Carter, Deborah J.; Wilson, Reginald
Minorities in Higher Education. 1995-96 Fourteenth Annual Status Report.
SPONS. AGENCY- Coca-Cola USA, Atlanta, GA.
PUB DATE- 96
NOTE- 93p.; For 1994 annual report, see HE 030 136.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; American Indians; Asian Americans; Black Students; College Faculty; College Students; *Degrees (Academic); Educational Finance; Enrollment Influences; *Enrollment Trends; *Ethnic Groups; Financial Problems; *High School Graduates; Higher Education; Hispanic Americans; *Minority Groups; Racial Differences; State Aid; Statistical Data; Tables (Data); Trend Analysis
IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students

This report provides an overview of the available racial and ethnic data on high school completion rates, college participation, college enrollment, degrees conferred, and employment in higher education for the period 1974-1994. Major data sources are reports of the U.S. Bureau of the Census and the National Center for Education Statistics. The report also includes a special focus on affirmative action and higher education. Trends identified include the following: high school completion rates increased for African Americans but declined for Hispanics; women continue to complete high school at higher rates than men with a 6 percent gap for Hispanics, 6.3 percent gap for African Americans, and a 3.9 percent gap for whites. The total college-age population continued to decline, falling received athletic aid from the institution upon initial enrollment or who were offered aid but could not qualify for it because of the NCAA's initial-eligibility legislation. Each report provides graduation information for students and student-athletes entering in 1986-89, student-athlete admissions data for students entering in 1992-96, undergraduate enrollment data for all students entering in fall 1995, and standards for transfer student-athletes. Aggregate reports summarize overall graduation rates; Division I-A, I-AA, and I-AAA graduation rates; and public versus private school graduation rates. Sex-, race-, and sport-specific data are included in both the institutional and aggregate reports. (MDM)

ED 407 912 HE 030 160

Achieving Gender Equity: A Basic Guide to Title IX and Gender Equity in Athletics for Colleges and Universities.
PUB DATE- 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Athletics; College Students; Colleges; Compliance (Legal); *Court Litigation; *Equal Education; Equal Facilities; *Federal Legislation; *Females; Higher Education; Institutional Evaluation; Sex Differences; *Sex Discrimination; Universities
IDENTIFIERS- National Collegiate Athletic Association; *Title IX Education Amendments 1972

This guide is designed to help college athletics administrators and faculty ensure that their program is in compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination in educational programs, including college athletics, that receive or benefit from federal funding. It provides an overview of Title IX, the role of the U.S. Department of Education's Office of Civil Rights in enforcing the law, and examples of ways to comply with the law. It also reviews relevant case law, focusing on how courts (through published opinions) and individual plaintiffs and institutions (through settlements) have interpreted the law. The guide goes on to summarize the National Collegiate Athletic Association (NCAA) Division I athletics certification program, and presents ideas on how to promote women's athletics on campus. It provides basic information on emerging sports as a way to increase participation opportunities for female student-athletes. A listing of resource organizations, publications, and references is included. (MDM)

ED 407 913 HE 030 161

NCAA Guide for the 2-Year College Student-Athlete 1996-97.
PUB DATE- Mar 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletes; *College Athletics; *College Students; Colleges; Drug Use Testing; *Eligibility; Higher Education;

Multimedia Materials; *Orientation; Participant Satisfaction; *Student Reaction; *Virtual Reality
IDENTIFIERS- Interactive Systems

Undertaken in conjunction with a larger study that investigated the educational efficacy of students building their own virtual worlds, this study measures the reactions of students in grades 4-12 to the experience of being immersed in virtual reality (VR). The study investigated the sense of "presence" experienced by the students, the extent to which they were able to navigate through a virtual environment (VE), and the extent, if any, of malaise experienced while in the virtual environment. Subjects were 1001 elementary, 922 middle school, and 949 high school students from the states of Nebraska and Washington. Students attended a presentation on virtual reality, participated in a brainstorming session, and then visited an immersive VE. After the visit, students completed a questionnaire featuring a 5-point rating scale. Study results indicate that, with the possible exception of smaller students who had difficulty using the equipment, it is feasible to use virtual reality in the classroom. Negative side-effects resulting from queasiness were negligible. Any potential for helping students learn content is likely to arise from the attributes of presence. For this potential to be realized, and for learning to be enjoyable, designers of hardware, software, and instruction must make sure it is easy to navigate and perform in a VE. Instruction should be underpinned by appropriate instructional and learning theories that effectively take full advantage of the benefits offered by VR technology. (Author/SWC)

ED 407 932   IR 018 333

Dills, Charles R., Ed.; Romiszowski, Alexander J., Ed.
Instructional Development Paradigms.
PUB DATE- 97
NOTE- 882p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Context Effect; Cultural Influences; Curriculum Development; *Educational Strategies; *Educational Technology; *Educational Theories; *Instructional Design; *Instructional Development; Instructional Materials; Material Development; Relevance (Education); Technological Advancement; *Theory Practice Relationship
IDENTIFIERS- Technology Integration

The book consists of 46 chapters by numerous authors, divided into six parts. Part 1, "The Moving Target: Instructional Development from a Philosophical Vantage Point," addresses the questions: To what extent is instructional design in fact a valid and thriving area? and To what extent and in what quarters is it considered to be a dying or irrelevant area? Part 2, "Context, Needs, Results, and Acceptable Process: Instructional Development from a Cultural Vantage Point," contrasts the views of authors from specific end-user cultures or professional specializations. Part 3, "The Theory/Policy Vantage Point: Theoretical Underpinnings of Instructional Development," emphasizes some of the more recent additions to the arsenal of learning and instructional theories that are influencing at least some instructional designers. Part 4, "The Strategic Vantage Point: Instructional Systems Development Macro-Strategies," reflects the practical implementation of the philosophical, cultural, and theoretical viewpoints highlighted in the earlier sections. Part 5, "The Tactical Vantage Point:

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Labor; *Compliance (Legal); Cooperative Education; *Education Work Relationship; *Employer Employee Relationship; Employment Experience; Employment Practices; Federal Legislation; *Labor Legislation; Minimum Wage; Secondary Education; State Legislation; *Work Experience Programs
IDENTIFIERS- Fair Labor Standards Act; *North Carolina; *School to Work Opportunities Act 1994

This guide for work-based learning, the Fair Labor Standards Act (FLSA), and the North Carolina Wage and Hours Act is designed to serve employers, educators, agency placement staff, labor organizations, and all those involved in school-to-work initiatives by helping them to understand a variety of issues related to students in the workplace. Based on materials developed by the National Office of School-to-Work Opportunities in support of the School-to-Work Opportunities Act (P.L. 103-239) the guide has been supplemented by the North Carolina Department of Labor with the requirements of North Carolina's youth employment and minimum wage laws. Following an introduction and a one-page overview of school-to-work, the guide is organized in three parts that address issues related to student learning experiences at an employer's worksite and explain when and how North Carolina and federal child labor laws and minimum wage provisions apply. The three parts cover the following: (1) Work-Based Learning; (2) Understanding the Fair Labor Standards Act and Comparable North Carolina laws; and (3) General Information (state and local laws, resources, and workers' compensation). (KC)

ED 407 488 CE 073 773

Molek, Carol
Adult Education Community Partnerships. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 96
NOTE- 207p.; Three attachments not included due to local interest or copyright restrictions (Cross Training Contact List, Observations from Using "Harnessing the Power of Vision," and Cooperative Extension Service and Washburn, Illinois, examples).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Students; Community Cooperation; *Community Resources; *Community Services; Demonstration Programs; *Educationally Disadvantaged; Guides; *Inservice Teacher Education; Models; Partnerships in Education; Workshops
IDENTIFIERS- Pennsylvania; 353 Project

This document describes a project conducted in Pennsylvania to develop a model for exemplary cross-training among various community agencies and service providers in order to serve educationally disadvantaged adult students. Training was provided to adult educators in five areas: social issues, families and legal issues, education issues, health care issues, and employment issues. The project developed a cross-training handbook to serve as a model for other adult centers and communities wishing to replicate the process. The document contains the following: (1) a project report; (2) the cross-training handbook developed during the project; (3)

will empower youth with desired skills, attitudes, and behaviors. (Contains 21 references. Appended are the American Youth Policy Forum agenda and lists of the study mission participants and contacts in England.) (MN)

ED 407 506 CE 073 904

Bloom, Dan
After AFDC: Welfare-to-Work Choices and Challenges for States. ReWORKing Welfare. Technical Assistance for States and Localities.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, Mich.; James G. Irvine Foundation, San Francisco, CA.; Ford Foundation, New York, N.Y.; George Gund Foundation, Cleveland, Ohio.
PUB DATE- 97
NOTE- 140p.; For a related report, see CE 073 905.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Federal Legislation; *Policy Formation; *Public Policy; Research Projects; *Statewide Planning; Strategic Planning; Welfare Recipients; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform; *Welfare to Work Programs

This book, which is intended to give stakeholders in state and local welfare policies a foundation on which to plan state/local reform efforts, summarizes some of the key findings and lessons from 2 decades of research on policies and programs aimed at increasing the self-sufficiency of low-income individuals and families. Chapters 1 and 2, which describe the context of welfare reform, examine the following topics: reasons for welfare's unpopularity; objectives of welfare reform; highlights of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996; characteristics of welfare recipients; characteristics of the labor market for low-skilled women; key features of the welfare system; and implications of welfare reform. Part 2, which is based on the research on increasing work and self-sufficiency among welfare recipients, covers the following topics: goals/limitations of welfare-to work programs; mandatory work and subsidized employment; pros/cons of changing financial incentives; and opportunities/risks of imposing welfare time limits. The book's final chapter focuses on goals and trade-offs, key challenges, pitfalls, and opportunities of welfare reform policies. Contains 12 figures/tables and 218 chapter endnotes. Appended is a discussion of work-related provisions of the 1996 federal welfare law. (MN)

ED 407 507 CE 073 905

Brown, Amy
Work First. How To Implement an Employment-Focused Approach to Welfare Reform. A How-to Guide. ReWORKing Welfare. Technical Assistance for States and Localities.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Mott (C.S.) Foundation, Flint, Mich.; James G. Irvine Foundation, San Francisco, CA.; Ford Foundation, New York, N.Y.; George Gund Foundation, Cleveland, Ohio.
PUB DATE- Mar 97
NOTE- 140p.; For a related report, see CE 073 904.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

further education and work: incorporating career and employability skills in standards; linking academic and occupational skill standards; engaging the public and building political support; and professional development. A chart provides a summary of National Academic Content Standards and lists subject, developer(s), and contact information. Contact and address information for three effective practices administered by the New York State Education Department, Indiana Department of Workforce Development, and Massachusetts Department of Education is provided. The bulletin then lists 12 organizations that can provide further information on the topic. Brief summaries describe the organizations' focus and activities. Ten resource publications are listed. (YLB)

ED 407 527 CE 073 926

Occupational Skill Standards and the School-to-Work Opportunities Act. Resource Bulletin.
PUB DATE- Jan 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demonstration Programs; *Education Work Relationship; Educational Certificates; Educational Improvement; *Educational Quality; *Employment Qualifications; *Job Skills; *Labor Force Development; Occupational Information; Secondary Education; *Student Certification; Student Evaluation; Vocational Education

Increased global competition and rapidly changing labor markets are providing a new imperative for relevance and quality assurance in education. This imperative is driving a consensus around the need for standards that link the content of education and training to the demands of the workplace. The national framework for improving relevance and quality in education is established in part by two federal initiatives: the School-to-Work Opportunities Act and the National Skill Standards Act (NSSA). Two challenges facing the National Skill Standards Board established by the NSSA are to define occupational clusters and to ensure portability of credentials. Partnerships that develop standards must ensure that standards are broadly defined, specify the vocational and academic content of occupational skills, and reflect world class quality. Standards are used in a school-to-work system for curriculum development and assessment. Examples of effective practices are presented from the following schools: Brashear High School (Pittsburgh, Pennsylvania), Sacramento Regional School-to-Career Alliance (California), and Leander High School Lender, Texas). Contact and address information for the effective practices is provided. The bulletin lists seven organizations that can provide further information on the topic along with brief summaries describe the organization's focus and activities. Contact information is provided for Departments of Education and Labor Occupational Skill Standards projects and Building Linkages projects. Twelve resource publications are listed. (YLB)

ED 407 528 CE 073 927

School-to-Work and Economic Development. Resource Bulletin.
PUB DATE- Jan 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Using the Internet for Higher Education.
PUB DATE- May 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Computer Mediated Communication; *Distance Education; Educational Quality; *Educational Technology; Electronic Mail; Higher Education; *Internet; Program Effectiveness; Technological Advancement

Use of the Internet by colleges and universities for delivery of distance education is one trend likely to continue. Unlike previous educational trends driven by research and tradition inside the academic community, Internet use for education is enthusiastically supported by forces outside of academe. The most widely used practices are formal courses, self-directed learning, online lecture notes, newsgroups, electronic mail, interactive video, and virtual reality. Both advantages and limitations accrue to Internet learners, educators, and institutions. The economy of scale possible from classes offered to hundreds or thousands of learners is balanced by the enormous costs of establishing and maintaining an infrastructure to manage it. The advantage to learners of acquiring customized education at their convenience is offset by the need for expensive equipment to access frequently fragmented curriculum that often operates at a low level recognition and recall level. The intrinsic rewards to faculty of expanded access and new revenue sources is mitigated by a reward system that does not recognize excellence in technological and/or distance teaching. The list of established universities adopting or seeking to adopt Web courses for distance delivery is staggering. These issues are yet to be well researched: copyright, cost effectiveness, quality of learning, accreditation, access, collaboration, faculty rewards, curriculum, market forces, assessment, and values-centered experiences. (YLB)

ED 407 547 CE 073 974

Mullis, Ronald L.; And Others
Stability of Vocational Interests among High School Students.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council on Family Relations (58th, Kansas City, MO, November 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Career Awareness; Career Choice; Career Development; *High School Students; High Schools; Interest Inventories; *Occupational Aspiration; Occupational Tests; *Student Attitudes; Test Reliability; Vocational Interests
IDENTIFIERS- *Strong Campbell Interest Inventory

A study examined the stability of career interests of adolescents using the Strong-Campbell Interest Inventory (SCII). Participants were 271 freshmen from a rural Midwestern state who took the SCII two times, 3 years apart. Based on this sample, comparisons were made on occupational themes and basic interests of the SCII. Results revealed that these adolescents were relatively stable in their inventoried career interests in high school, supporting previous research. Significant

PUB DATE- Jan 97
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Adult Education; *Correspondence Schools; Correspondence Study; *Distance Education; Educational Quality; Eligibility; *Home Study; Institutional Evaluation; Vocational Education

Intended to assist institutions in understanding and preparing for evaluation by the Accrediting Commission of the Distance Education and Training Council (DETC), this handbook compiles the commission's policies, procedures, and standards. Section 1 describes the DETC and its Accrediting Commission. Section 2 answers such questions as why become accredited, what accreditation is, what distance education is, and the benefits of accreditation. Section 3 describes Accrediting Commission members and staff, its powers and responsibilities, and communication with it. Section 4 focuses on the process of accreditation: which institutions are eligible, steps in the process, communications between Commission and institutions, right to appeal or reconsideration, review of duly-accredited institutions, obligations of accreditation, resignation of accreditation, and review of standards. Section 5 consists of questions and answers on accreditation. Section 6 is an introduction to standards, guides, policies, and rating forms. Section 7 lists the accreditation standards. Appendixes comprising the bulk of the handbook include the following: a guide to self-evaluation report and institutional summary profile; other guides to self-evaluation; special policies; rating forms; reports; DETC business standards; other forms, policies, procedures, questionnaires, and guidelines; fees; glossary; and DETC Accreditation Handbook update sheet. (YLB)

ED 407 567   CE 074 000

Sterling, Carol; Burke, Fred G.
Vocational Education and the Arts Education: An Important Synergy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 7p.; Developed by the NCRVE site at the Institute on Education and the Economy, Teachers College, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Career Development; *Educational Needs; Educational Trends; Employment Practices; *Employment Qualifications; Fine Arts; *Futures (of Society); *Integrated Curriculum; Labor Force Development; Secondary Education; *Vocational Education

Courses in the arts should be part of the vocational curriculum. Not only is knowledge of the arts basic to what it means to be an educated person, but the way arts courses are taught also has a natural synergy with vocational education. Arts education naturally embraces methods that are characteristic of high-performance schools. For example, art departments often accept and evaluate students on the basis of portfolios and auditioned

Education; *Human Capital; *Humanistic Education; Humanitarianism; *Lifelong Learning; *Social Action; Social Values
IDENTIFIERS- *Learning Society; *Scotland; Social Capital

Although it is true that education is an investment, there are risks associated with relying too strongly on the metaphor of education as investment. The main problems with the investment metaphor are as follows: (1) it pushes aside the notion of education as a consumption good that people want for its own sake; (2) the human capital approach can cast a shadow over forms of learning unable to prove adequately that they are a profitable investment; and (3) the measures used for input and output in analyses of the relationship between education and economic performance are problematic. Education should be viewed not as an investment in human capital but rather as an investment in social capital. It may be argued that, rather than fostering a system of lifelong learning, the expansion of higher education (especially initial higher education) has merely concentrated resources on the initial phase of education at the expense of later opportunities, which is neither an effective nor a socially equitable way of allocating resources. To get closer to a learning society, the current preoccupation with the supply of education must be replaced with closer attention to the factors influencing the demand for education. (Contains 11 references.) (MN)

ED 407 585 CE 074 041

Kettley, Polly; Strebler, Marie
Changing Roles for Senior Managers.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Administrators; Adult Education; *Educational Needs; *Employer Attitudes; Employment Practices; *Employment Qualifications; Foreign Countries; *Labor Force Development; Management Development; Organizational Change
IDENTIFIERS- Employer Surveys; *United Kingdom

Changes in the educational qualifications and skills expected of senior managers in the United Kingdom were examined through interviews with senior managers and human resource professionals in 17 large companies from a range of sectors. The following were identified as common objectives or responsibilities of senior managers: determining the organizations' goals/strategies; managing resources and controlling business; directing their part of the business; managing the environment; and developing others. The employers surveyed were reviewing their definitions of the skills expected of senior managers to align them with changing business needs. Employers typically expected senior managers to possess the skills required to perform across four broad domains: organizational development and technical know-how; conceptual/cognitive skills; personal effectiveness; and people management skills. Among the emerging skills gaps identified were the following: imbalance between generic and technical/function-specific management skills; greater emphasis on interpersonal effectiveness and a more empowering management style; and ability to see interdependencies when managing change. Formal business education and training for senior managers were characterized as follows: increasingly context specific; delivered in partnership with external "experts"; and

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adult Educators; Audiotape Recordings; *Computer Uses In Education; Cost Effectiveness; *Distance Education; Educational Media; Educational Technology; Electronic Mail; Foreign Countries; Higher Education; Instructional Innovation; Multimedia Instruction; *Professional Development; Program Effectiveness; Program Evaluation; *Seminars; Teaching Methods; Videotape Recordings

An evaluation was conducted of a multinational virtual seminar held from January through March 1997 on delivering distance education using the latest technology. The seminar was organized by the University of Maryland University College (Maryland) and the University of Oldenburg (Germany). Participants interacted with experts and, to a lesser-extent, with each other through electronic mail. They also participated in face-to-face seminars. Evaluation questionnaires completed by 41 participants (and 4 who were not enrolled but completed surveys) showed that all participants liked the seminar and most would participate again, if the price were $200 or less. The technical details of the seminar worked very well in most cases, and participants were not intimidated by the technical arrangements. The number of participants decreased throughout the seminar, which was not unexpected given that there were no firm expectations and deadlines. The seminar was found to provide top-quality professional development at a low price for many people. It proved that professional development in distance education can be carried out in a virtual seminar. (KC)

ED 407 604 CE 074 084

Tech Prep: Pathways for Success.
PUB DATE- Jan 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Career Education; Competency Based Education; Consortia; *Education Work Relationship; Educational Change; *Educational Objectives; Educational Principles; Educational Quality; Employment Qualifications; High Schools; Integrated Curriculum; Partnerships in Education; School Business Relationship; Skill Development; *Statewide Planning; *Strategic Planning; *Tech Prep; Two Year Colleges; Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Ohio

In response to the 1990 Carl D. Perkins Vocational and Applied Technology Education Act, Ohio formed an ad hoc committee that identified the following components of tech prep: systemic change, partnership, expanded student opportunities, early individual career education, competencies, and advanced skills. Ohio's strategic plan for tech prep has two purposes: establish a framework ensuring tech prep's long-term viability and provide the guidance required for tech prep's stakeholders to share an overall common view/direction. In Ohio, tech prep is considered a partnership among business, industry, labor, high school, and higher education whose goals are as follows: provide a seamless educational path beginning before grade 8 and culminating with employment after an associate degree/two-year certificate program; expand tech prep enrollments to serve Ohio's labor market needs better; ensure that teaching/learning reflects all students' needs; and maximize the opportunities afforded by all relevant initiatives, resources, and

PUB DATE- Mar 96
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Adolescents; *Asian Americans; Children; Ecology; Elementary Secondary Education; *Intervention; Models; *Psychoeducational Methods; *School Psychologists; *Sociocultural Patterns; Student Characteristics; Student Needs
IDENTIFIERS- Asian American Students; *Ecological Perspective; *Southeast Asians

Since the Indochinese War ended in 1975, over one million Southeast Asians have entered the United States as refugees. School psychologists, counselors, and other professionals may utilize the ecological approach in order to more effectively serve this population. The ecological approach allows more accurate assessment of the student's psychological functioning and a broader understanding of crucial issues affecting the student. family. The student's functioning is evaluated within the context of his/her mesosystem (immediate family, extended family, neighborhood, school, and other networks), macrosystem (community or culture), and exosystems (society/social structures). Cultural conflicts in any of these systems affect the student. Counselors must take into account between-group differences, within-group differences, gender differences, and class differences. Factors such as Southeast Asians' strong ideas concerning education and acculturation mean that an understanding of these various contexts can be used to develop psychoeducational interventions that address the different levels of the system. A case study is presented to illustrate how a school psychologist uses the ecological model. (Contains 34 references.) (RJM)

ED 407 623 CG 027 683

Oskin, Deborah L.
Impact of Community Violence Exposure on Children's Hope.
PUB DATE- Aug 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Coping; Defense Mechanisms; Early Adolescents; Elementary Education; *Emotional Response; Psychological Patterns; Responses; Sex Differences; *Student Attitudes; *Victims Of Crime; *Violence
IDENTIFIERS- African Americans; *Hope

Hope has been theorized to be a stable cognitive mindset that develops over time, as children experience success at meeting challenges and in conquering obstacles to their goals (Snyder et al, 1994). To determine the effects of children's violence exposure, both as victims and as witnesses, to children's hope, 99 children living in violent areas of a large southeastern city were interviewed individually in their homes. The children were from 8 to 12 years old and represented grades 1 through 8. Ninety-five percent were African American and poor: median income ranged from $5,000 to $10,000. Results showed a negative

Oleka, Sam Onyejindu
The Implications of "Consciousness of Kind" in School Classrooms: A Reflection.
PUB DATE- Nov 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Congruence (Psychology); Educational Environment; Elementary Secondary Education; *Identification (Psychology); *Role Perception; Social Behavior; *Social Cognition; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- *Consciousness Research

"Consciousness of Kind" is a socio-anthropological phenomenon which shows how people belong to groups in which they are conscious of "their kind." How consciousness of kind could affect teachers' pedagogical judgments and decisions, or their behavior toward learners who are not of their "kind," is described in this paper. The word "conscious" has to do with an awareness of one's existence and environment. Therefore, consciousness of kind is the recognition of belonging to a group of people who are alike in some ways, leading individuals to be positively biased toward their group consciousness. One consequence of such biases is teacher ethnocentrism: an attitude where teachers view students as being naive and ignorant, as needing to be intellectually cleaned-up through the impartation of knowledge which only the teacher can give. Implicit in this view is the notion of superiority. But consciousness of kind occurs in other dimensions of interaction, such as human cultural contexts, group identity, social organization, status, potential for destructiveness, discrimination, race relations, perception reality in classroom, meaning, language. Each of these dimensions are explored here. The paper concludes with some of the implications of this mindset and offers recommendations for the classroom. Contains 32 footnotes. (RJM)

ED 407 643 CG 027 742

Trotter, Jennie C.
A Stress Control Workbook for Youth Grades 6-12.
PUB DATE- 87
NOTE- 80p.; For related documents, see CG 027 743-745.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; *Coping; Curriculum Guides; Intermediate Grades; Program Guides; Self Management; *Stress Management; *Stress Variables; *Student Problems; Teaching Guides
IDENTIFIERS- Stress (Biological); *Stress Resistance

Stress is an inevitable part of students' lives, but too much stress can have damaging consequences. Ways in which children can respond positively are covered in this stress booklet. Intended for students in grades 6-12, the booklet is divided into 20 lessons on stress. Each lesson features various activities, role plays, exercises, and checklists for the

1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Blacks; Grade 2; *Mother Attitudes; *Mothers; *Parent Participation; *Parent Student Relationship; Primary Education; *Reading Aloud to Others; *Reading Attitudes; Reading Processes; Reading Research
IDENTIFIERS- African Americans

A study focused on the parent-child interaction and reading issues such as the correction of children's oral miscues, comprehension, and questioning techniques as the children and parents either took turns reading or as the parent listened to the child read orally from six multicultural selections. Subjects were four African-American second graders and their mothers, who were from a variety of socioeconomic backgrounds in a small Southern city. Parents participated in the study because it had to do with reading and they thought it might help their child in some way. Data were collected over a 6-week period using phenomenological inquiry and inductive analysis. Results indicated that although each of these mothers had a different approach to reading with her child, each was successful--each child was on grade level and found pleasure in reading. For each family, learning to read and reading well was valued. The mothers were doing what the teachers expected them to do in helping their children with reading. (Contains 29 references and a table of data.) (RS)

ED 407 664 CS 012 823

Hamman, D.; And Others
Examining the Real-Time Effects of Reading-Strategy Training.
PUB DATE- 25 Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Grade 8; *Instructional Effectiveness; Junior High Schools; Protocol Analysis; Reading Motivation; Reading Research; *Reading Strategies; Research Needs; Research Problems
IDENTIFIERS- Research Suggestions; *Strategy Training

A think-aloud protocol study examined changes in real-time cognitive, metacognitive, and motivation processing that may have resulted from reading-strategy training. Eighth-grade students participated in 4 weeks of reading-strategy training during social studies class. Students used their own social studies text during the training. Fourteen participants performed think-aloud protocols and comprehension tasks prior to, and following strategy training. Significant increases in the proportion of participants' use of one summarization strategy, and in overall use of a composite categorization of comprehension strategies were found. No other processing changes were identified. Ability to use trained strategies, and comprehension performance increased significantly. Significant findings were attributed to changes among a few individual readers, and thus, the impact of the training may be characterized as limited. Future research might examine real-time and performance effects using a variety of training methods, as well as include data related to real-time

Contains a bibliography of folktales, stories, and professional storytelling books and periodicals. (NKA)

ED 407 683 CS 215 848

Kress, Gunther
Before Writing: Rethinking the Paths to Literacy.
PUB DATE- 97
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Childrens Writing; Curriculum Development; Elementary Education; *Language Arts; Language Role; *Learning Processes; *Literacy; *Reading Writing Relationship; Student Development; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- Decentering (Writing); *Educational Issues; Meaningfulness; Reading Theories

This book calls for a radical reappraisal of the phenomenon of literacy, and hence for a profound shift in educational practice. Through close attention to the multitude of objects which children constantly produce (drawings, cuttings-out, writings, collages), the book suggests a set of principles that reveal the underlying coherence of children's actions in making meanings, allowing educators to see them in relation to their own moves into writing. The book provides a fundamental challenge to commonly held assumptions about language and literacy, thought and action. It places that challenge in the context of speculation about the abilities and dispositions which will become essential for children as they become young adults in the decades ahead, and it calls for the radical decentering of language in educational theory and practice. Chapters in the book are entitled: (1) Literacy, Identity and Futures; (2) "My Gawd, I Made It like Australia": Making Meaning in Many Media; (3) Making Sense of the World: "The Seagulls Are Reading the Newspaper"; (4) Drawing Letters and Writing Dinosaurs: Children's Early Engagement with Print; (5) "You Made It like a Crocodile": A Theory of Children's Meaning-Making; (6) Literacy and Theories of Language; (7) Teaching Literacy, Learning Literacy; and (8) Futures. (NKA)

ED 407 684 CS 215 850

Zavalo, Lauro
Las historias de la narrativa hispanoamericana: Criterios, metodos y ausencias. (Histories of the Latin-American Narrative: Criteria, Methods, and Absences).
PUB DATE- 97
NOTE- 13p.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; *Fiction; Foreign Countries; Higher Education; *Latin American Literature; Literary Genres; *Literary History; Teaching Methods; *Textbook Selection
IDENTIFIERS- Historical Interpretation; Literary Canon; *Literature Instruction; Narrative Text

This paper explains that materials on the teaching of Latin-American literature are sparse, even though most researchers in the field will dedicate much of their time to teaching. The paper adds that, in scholarly journals, little attention is training interviewed experienced educational administrators and then used the interview transcripts to write a story of leadership. Ten administrators were interviewed. The stories described the personal biographies and life experiences of administrators. The stories also illustrated some of the explicit rules that administrators used to manage problems as well as their implicit assumptions that were embedded in practice. There is a need for training programs to bridge the gap between theory and practice by drawing from communities of practitioners. Two tables are included. (Contains 39 references.) (Author/LMI)

ED 407 703 EA 028 313

Master Plan for Tennessee Schools: Preparing for the 21st Century.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Educational Assessment; Educational Finance; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Full State Funding; Performance; *State Norms; *State Standards; *Statewide Planning
IDENTIFIERS- *Tennessee

The Education Improvement Act (EIA) was passed in Tennessee in 1992. It established the Basic Education Program (BEP) as the funding formula used to provide adequate, equitable, and sustainable school funding. The 1997 master plan is consistent with the national Goals 2000 legislation and addresses each of the eight national goals. The plan focuses on nine key areas, sets goals for those areas, identifies strategies to achieve the goals, identifies new costs to implement the strategies, and notes measures of progress for each goal. In support of the plan, the board has developed an action plan, outlining action needed to be undertaken by the board and the Tennessee General Assembly. The nine key areas include the following: early childhood education, primary and middle grades education, high school education, technology, professional development and teacher education, accountability and assessment, school leadership and school-based decision making, school safety, and funding. The plan also addresses goals and strategies in Tennessee's School-to-Career initiative. It sets the state board's priorities and defines an environment in which local school systems and the state can work for improvement. One table and one figure are included. (LMI)

ED 407 704 EA 028 320

O'Sullivan, Fergus
Rethinking Schools as Learning Organisations.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Middle Management; *Organizational Change; *Organizational Climate; *Organizational Development; Organizational Theories
IDENTIFIERS- *Learning Organizations; *United Kingdom

Zimmerman); (2) "Spreading the Good Word: Communicating with the School Community To Support Change" (Alison Preece); (3) "Organizational Learning: The Essential Journey" (Laura Lipton and Robert Melamede); (4) "Designing Learning for a New Work Environment: Key Values and Skills" (Michael A. Pennella); (5) "Staff Development: A Process Approach" (Fred H. Wood); (6) "Preparing New Teachers: Process as Curriculum" (Gloria Appelt Slick); (7) "Developing Adaptive Schools in a Quantum Universe" (Robert J. Garmston and Bruce Wellman); (8) "The Norms of Collaboration: Attaining Communicative Competence" (William Baker, Arthur L. Costa, and Stanley Shalit); (9) "The Process of Coaching: Mediating Growth toward Holonomy" (Arthur L. Costa and Robert J. Garmston); (10) "Developing a Scoring Rubric for a Process School" (Charles Lavaroni); (11) "Capturing the Spirit: Process Pervades the Organization" (Joseph M. Saban); (12) "Searching for Evidence: Toward a Renaissance Community" (Arthur L. Costa and Rosemarie M. Liebman); and (13) "Change: The Journey Begins" (Arthur L. Costa and Rosemarie M. Liebman). The prologue by Louis Rubin is titled "The Essence: Process as Content." Contains 13 figures, 9 tables, an index, and individual chapter references. (LMI)

ED 407 722 EA 028 350

Ethical Schools Administration.
PUB DATE- Apr 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Advocacy; *Boards of Education; *Codes of Ethics; *Conflict of Interest; *Educational Policy; Elementary Secondary Education; *Ethics; Home Schooling; Human Services; Integrity

School board members are often faced with situations in which their positions of power and influence present opportunities for inappropriate gain. Sometimes the goals of the district conflict with personal agendas. The feature article of this publication describes how to recognize the situations that have the potential to jeopardize board members' ethical behavior. It also offers a sample code of ethics for school board members. The code would serve not only to reduce the risk of unethical behavior but to reinforce the bonds of professional cooperation. (LIM)

ED 407 723 EA 028 351

Team Handbook.
PUB DATE- Jan 97
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; *Cooperative Planning; Group Dynamics; Interprofessional Relationship; Organizational Communication; Organizational Development; *Participative Decision Making; Problem Solving; Public Agencies; *Team Training; *Teamwork

Experience shows that teamwork produces powerful results. Working district terminated the contract in March 1996. The teachers union strongly opposed EAI's requirement that teaching assistants have at least 90 college credits. EAI transferred less-credited teaching assistants, many of whom were experienced and from neighboring communities, to other schools. EAI's special-education inclusion model and the manner in which it was implemented also created conflict. The primary reason for termination of the contract, however, was disagreement about financial terms; the district wanted to reduce the amount paid to EAI. EAI brought about individualized instruction, greater access to technology, and improved building maintenance and repair; and it served as a catalyst for improved efficiency. Despite these benefits, students' scores on standardized achievement tests did not improve, and there was no difference, compared with other schools, in test scores and attendance rates. (LMI)

ED 407 740 EA 028 370

Edwards, Deborah Lawson
The Private Management of Public Schools: The Dade County, Florida, Experience.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Contracts; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Free Enterprise System; Private Sector; *Privatization; Program Effectiveness; Program Evaluation; *Public Schools; School Districts; Unions
IDENTIFIERS- *Dade County Public Schools FL

In 1990, the Dade County Public School System (DCPS) in Dade County, Florida, entered into a 5-year contract with a private company, Educational Alternatives Incorporated (EAI), to manage the educational services at South Pointe Elementary School. This paper presents findings of an evaluation of the DCPS-EAI collaboration at South Pointe. Data were gathered through a review of the contract and other documents; a site visit; and interviews with DCPS administrators, local school board members, teachers union members, and South Pointe principal, staff, and parents. EAI's main objective was to implement its Tesseract educational approach, maintain a student-teacher ratio of 12:1, provide training for teachers, improve student access to computers, and raise educational funds. EAI did not manage the school, but served as an advisor and consultant. Findings indicate that with few exceptions, EAI lived up to the terms of the contract. The Dade County Office of Educational Accountability (OEA) compared South Pointe to a demographically and geographically similar school and found no improvement in student academic achievement. However, OEA also reported that South Pointe showed improved attendance, higher levels of parent and community involvement, and favorable staff attitudes. Interviews revealed a surprising lack of distrust or fear of privatization, which appeared to be due to EAI's advisory role, independent fund raising, and limited contract period. (LMI)

ED 407 741 EA 028 371

performance on subcompetencies. A LCCE individualized education program form is provided. Appendices include a competency rating scale manual and master forms for duplication. (CR)

ED 407 758 EC 305 451

Gardner, Daniel; Hartman, Rhona C.
Financial Aid for Students with Disabilities, 1997.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 97
NOTE- 13p.; For earlier edition, see ED 381 918.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; College Bound Students; College Students; *Disabilities; *Eligibility; Government Role; Higher Education; Parent Financial Contribution; *Paying for College; *Scholarships; *Student Financial Aid; Student Loan Programs; Vocational Rehabilitation

This resource paper provides an overview of postsecondary education financial aid for students with disabilities. Presented in a question and answer format, the paper covers the various types of financial aid, relevant technical words and phrases, and the process involved in financial aid disbursement. Particular attention is given to those expenses which are considered disability related, and suggestions are made about ways in which some of those expenses may be met. A brief description of Vocational Rehabilitation (VR) agencies, the services that they may provide, and the interaction between the state VR agency and the financial aid office of a postsecondary institution is provided. The paper describes the financial aid application procedure and suggests timelines and resources for individuals seeking financial aid. Finally, suggestions are offered about additional possibilities for financial assistance, such as Supplemental Security Income, social security benefits, Talent Search programs, and private scholarships. Thirty organizations which offer disability-specific scholarships are listed, along with the Internet addresses of helpful Web sites on financial aid and a list of publications offering financial aid information. (CR)

ED 407 759 EC 305 452

Rosin, Peggy; And Others
Pathways: Service Coordination Inservice Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Mar 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Coordination; *Coordinators; *Disabilities; *Early Intervention; Infants; *Inservice Education; Instructional Materials; Material Development; Parent Participation; Preschool Education; Professional Development; *Professional Training; Toddlers
IDENTIFIERS- Wisconsin

This final report describes the implementation and outcomes of a project designed to assist Wisconsin in meeting its need for qualified and appropriately trained personnel to carry out

Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistive Devices (for Disabled); *Blindness; Definitions; Educational Media; *Educational Needs; Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Materials; Student Needs; Teaching Methods; *Visual Impairments; Visually Impaired Mobility
IDENTIFIERS- Alberta

This resource guide offers suggestions and resources to help provide successful school experiences for students who are blind or visually impaired. Individual sections address: (1) the nature of visual impairment, the specific needs and expectations of students with visual impairment, and the educational implications of visual impairment; (2) gathering student information and the educational team; (3) instructional strategies (including classroom accommodations, instructional modifications, and instruction in social and life skills); (4) the use of specialized materials, equipment, and technology; (5) orientation and mobility instruction; and (6) students with visual impairments along with other disabilities. Fourteen appendices include: a sample data collection forms; information on Braille and closed circuit TV systems; information on orientation/mobility and sighted guide techniques; guidelines for using the long white cane; suggestions for teaching peer names and voices; and information for a substitute teacher. Additional resource sections include a glossary, a list of teaching resources, a list of publishers addresses, and a list of community resources in Alberta (Canada), and an annotated bibliography. (DB)

ED 407 777 EC 305 533

Legislation Pertaining to Special Needs Education.
PUB DATE- Feb 96
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Education; *Disabilities; Disability Identification; Educational Legislation; *Educational Practices; Elementary Secondary Education; *Foreign Countries; *Inclusive Schools; Mainstreaming; Parent Role; *Special Education; *Special Needs Students; Surveys; Vocational Education
IDENTIFIERS- *International Surveys

This report presents the findings of a UNESCO (United Nations Educational, Social, and Cultural Organization) survey of the state of legislation on special needs education in 52 member states. Most of the information was gathered in 1992-93. This document represents the final work compiled in 1994-95. Part 1 presents an analysis and synthesis of the country entries, based on the information submitted by individual countries. It covers: (1) the nature and extent of legislation pertaining to special needs education; (2) responsibility and organization; (3) identification, assessment, orientation, and placement; (4) age range covered by the legislation; (5) integration; (6) curriculum entitlement; (7) vocational education; and (8) parent role. Part 2 presents information on the individual countries, including: Argentina, Australia, Austria, Bahrain, Barbados, Belgium, Brazil, Bulgaria, Canada, Cape Verde, Chile, China, Columbia, Costa Rica, Cuba, Denmark, Ecuador, El Salvador, Finland, France, Germany, Greece, Holland, Hungary, Iceland, Indonesia, Ireland, Italy, Japan, Jordan, Malaysia, Malta, Mexico, Namibia, New Zealand, Nicaragua, Norway, Pakistan, Philippines, Portugal, Qatar, Romania, Spain, Sri

IDENTIFIERS- School to Work Opportunities Act 1994; Transition Time

This bulletin discusses transition programs for youth with disabilities. It outlines features of effective transition programs that have proved to be successful including longitudinal planning, emphasis on careers (not labels), work-based learning, connection to community resources, and sustained involvement of employers. A set of strategies is presented that have been employed by practitioners developing school-to-work transition services for youth with disabilities, which help to ensure that all students are served under the School-to-Work Opportunities Act and that the culmination of every student's education is a job in a chosen career. Strategies include establishing partnerships with schools, clearly defining roles and responsibilities, fostering communication between all partners, using transition specialists to assist partners with program development, promoting student self-determination, focusing on long-term outcomes, setting high standards, and developing social and interpersonal skills of youth with disabilities. A model program, the Youth Transition Program in Oregon, is then described. The bulletin concludes with a list of selected organizations and other resources for information on transition for youth with disabilities. (CR)

ED 407 796 EC 305 555

Adults and Adolescents with Learning Disabilities and Attention Deficit Disorders. National Informational Resource Guide.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 97

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adolescents; Adult Literacy; Adults; Assistive Devices (for Disabled); *Attention Deficit Disorders; Continuing Education; Educational Legislation; Electronic Mail; Employment; Independent Living; *Information Centers; *Learning Disabilities; Organizations (Groups); *Parent Associations; *Printed Materials; Public Agencies; Secondary Education; *Social Support Groups; Transitional Programs; World Wide Web

IDENTIFIERS- Americans with Disabilities Act 1990

This guide lists organizations, centers, and sources of information relating to adolescents in transition and adults with learning disabilities and attention disorders. Addresses, telephone and fax numbers, e-mail addresses, and a short description of each organization, center, or other information sources are provided to help readers identify which resources are best suited to their needs and concerns. The resources are grouped according to their primary emphasis in the following categories: (1) learning disability organizations and centers; (2) attention deficit disorder organizations; (3) consumer groups; (4) general education and adult literacy; (5) centers and organizations for general disability information; (6) transition and life management; (7) employment; (8) assistive and adaptive technology; (9) government agencies related to the Americans with Disabilities Act; (10) World Wide Web sites of special interest to professionals and persons with disabilities; (11) World Wide Web sites which provide legislative text and commentary, or information of general legal interest; and (12) publications and books. The products of the federally funded Learning Disabilities Research and educational reforms in the following areas: standards, assessment, accountability, teacher policy, finance, and governance. Of particular interest were the interactions between special and general education reforms and their impact on classroom practices. Results indicate that: (1) special educators were almost uniformly focused on how to create more inclusive classrooms and these efforts were generally separate from the overall reform agenda; (2) state level initiatives to reduce numbers of students eligible for special education led to changes in special education programs and services in two of the districts; (3) there was little discussion on how general and special education collaboration related to larger issues of inclusion of students with disabilities in curriculum and assessment; (4) there was great variation among special education directors in their level of knowledge of standards, assessment, and other district reform initiatives; and (5) special education's endorsement of or opposition to a specific initiative appeared to have little influence on the direction that a reform might take. (Contains 21 references.) (CR)

ED 407 813 EC 305 573

Technical Assistance Resource Guide for Teachers Educating Students with: Attention Deficit Hyperactivity Disorder.
PUB DATE- Oct 96
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Classrooms; Clinical Diagnosis; *Disability Identification; Drug Therapy; Educational Legislation; *Educational Strategies; Elementary Secondary Education; *Hyperactivity; *Inclusive Schools; Individual Characteristics; Information Sources; Mainstreaming; Student Evaluation; Teacher Responsibility
IDENTIFIERS- *Academic Accommodations (Disabilities); Idaho; Individuals with Disabilities Education Act Part B; Rehabilitation Act 1973 (Section 504)

Designed for teachers, this guide provides recommendations regarding identification, interventions, and follow-through procedures for working with students with attention deficit hyperactivity disorder (ADHD) in a classroom setting. Chapter 1 discusses the identification of children with ADHD and includes information on the definition of ADHD, characteristics of ADHD, and the responsibilities of the teacher and the teacher assistant team. Chapter 2 addresses assessment of children with ADHD, including the responsibilities of each of the members of the assessment team. In Chapter 3, excerpted information is provided on interventions for adapting general education classrooms, and a table provides examples of ways to accommodate the needs of children with ADHD. Material is also provided on medical interventions. The final chapter discusses follow-through. Each of the chapters closes with questions and answers on the covered topic, and a flowchart illustrates recommended procedures for the educational assessment and treatment of children with ADHD. Appendices include a federal policy bulletin on ADHD, a description of requirements under relevant federal laws, diagnostic criteria for ADHD, teaching strategies for ADHD, information on the assessment of students with ADHD, general information for parents and teachers, myths and facts about ADHD, and a resource directory. (Contains 16 identification; socializing; numbers and shapes; colors; clothing; animals; calendar; house and home; family life; community/neighborhood; physical environment; meal taking/food/drink; health and welfare; education; earning a living; leisure; public and private services; shopping; travel; and current events. Contains a 19-item general bibliography, 11 references on communicative testing, and 14 language-specific references for learning activities. Lists of essentials phrases for all languages and potential authentic materials are appended. (MSE)

ED 407 833 FL 024 195

Rebuffot, Jacques
Le Point sur L'immersion au Canada (The Argument for...Immersion in Canada).
PUB DATE- 93
NOTE- 233p.; Collection edited by Claude Germaine.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Age Differences; Comparative Education; Cultural Context; Educational Benefits; Educational History; Educational Research; English (Second Language); Foreign Countries; *French; Global Approach; *Immersion Programs; Instructional Effectiveness; Language Acquisition; Language Research; Learning Theories; Political Influences; Second Language Instruction; *Second Language Programs; Teaching Methods
IDENTIFIERS- Australia; *Canada; *Content Area Teaching; Europe; French Language Schools; Nigeria; United States

A discussion of French immersion education in Canada begins with a general examination of language immersion, including the historical context and social climate from which the immersion approach has grown in Canada, its beginnings in Quebec and spread throughout Canada, and the status of the approach in the United States, a number of European countries, Australia, and Nigeria. The second part of the overview focuses on the Canadian experience, looking at: the characteristics and structure of immersion programs; theoretical considerations; research on French language achievement in immersion programs, both early- and late-entry; the effects of immersion on English language development and subject area-knowledge; effects of immersion on children with learning problems or who are disadvantaged; social and psychological effects of immersion; problems encountered in implementation of immersion in Canada, including sociopolitical issues and resistance; and revisions, redefinitions, and changes in direction. The concluding part looks at the future of immersion in Canada. Contains 234 references. (MSE)

ED 407 834 FL 024 483

Faingold, Eduardo D.
The Evaluation of Linguistic Errors in Spanish Composition.
PUB DATE- May 97
NOTE- 13p.; Paper resented at the Annual Meeting of the Cincinnati Conference on Romance Languages and Literatures (17th, Cincinnati, OH, May 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Error Analysis (Language); Error Patterns; Film

DESCRIPTORS- Beliefs; College Faculty; College Students; Educational Attitudes; *English (Second Language); Error Correction; Foreign Countries; Higher Education; Language Aptitude; *Language Attitudes; Language Research; Language Role; Language Teachers; Language Usage; Second Language Learning; *Second Languages; *Student Attitudes; *Teacher Attitudes

IDENTIFIERS- Queen Arwa University (Yemen); Yemen

A study investigated the beliefs about second language learning among nine students of English as a Second Language (all female), and their teacher at Queen Arwa University (Yemen). The survey instrument consisted of five demographic statements and 47 statements concerning language learning in a Likert-type scaled response format. Results indicate students and teacher generally agreed that: repetition/practice and time on task are critical to language learning; it is easier for children than adults to learn second languages; they (as individuals) have language aptitude; second languages are learned best in the target foreign country; some languages are easier to learn than others; and they would like to know native speakers better. Strongest disagreement was with statements that: those good at math and science are not good at languages; a speaker should not use the foreign language until proficient; and listening requires knowing all the words. A significant differences between student and teacher responses was found to the statement that it is easier to read and write in English than to speak and understand it. Statistically non- significant differences were found with statements about error correction, future use of English, and goals in studying English. Implications for instruction are discussed. Contains 18 references. (MSE)

ED 407 854 FL 024 525

Kuntz, Patricia S.

Students and Their Teachers of Arabic: Beliefs about Language Learning.

PUB DATE- 97

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Students; *Arabic; Beliefs; Educational Attitudes; Foreign Countries; *Language Attitudes; Language Research; Language Role; Language Teachers; Second Language Learning; *Second Languages; *Student Attitudes; Surveys; *Teacher Attitudes; Uncommonly Taught Languages

IDENTIFIERS- *Yemen; Yemen Language Center

A study investigated beliefs about second language learning held by 27 adult students and 10 teachers of Arabic at the Yemen Language Center. The survey instrument consisted of 5 demographic statements and 47 statements concerning language learning in a Likert-type scaled response format. Results indicate students and teachers generally agreed with 16 statements and generally disagreed with 11. Areas of difference between teachers and students included error correction, use of translation, and future use of the language learned. The findings are seen as generally supportive of second language requirements, and suggestive that teachers and students must identify, organize, and exploit their language learning beliefs, information useful in curriculum content and design, instructional methods, and articulation across learning levels. Contains 27 references. Yemen Language Center curriculum information, the survey form (in both English and Arabic), and

see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Age Differences; Articulation (Education); Educational Objectives; Elementary Education; *Fles; Foreign Countries; Language Proficiency; Language Research; *Language Role; *Linguistic Theory; Second Language Learning; *Second Languages; *Time Factors (Learning)

Research on the role of age in second language (L2) learning, particularly at the level of primary education, is reviewed and discussed. It is concluded that evidence suggests early L2 exposure increases chances of ultimately attaining a high proficiency level in that language, but that in formal educational situations any long-term advantage will be slow to manifest itself and may not do so at all unless articulation between primary and secondary programs is properly managed. Some L2 learners may attain native-like L2 proficiency without an early start. These findings do not resolve the question of whether primary school L2 instruction is good, but do imply some questions for curriculum planners, including: what proficiency level should be required or useful to learners in the long term; what the chances are of ensuring that input at every stage of learning is appropriately focused, abundant, and enhanced; and what degree of coordination is possible between primary-level and secondary-level language programs? Decisions made about primary school language learning must be made with the same planning and foresight and on the basis of broadly the same preoccupations as other aspects of language in the curriculum. Contains 36 references. (MSE)

ED 407 874 FL 024 560

Wall, Patrick J.
Some Issues Regarding Irish.
PUB DATE- 95
NOTE- 10p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Educational Policy; Foreign Countries; *Irish; *Language Attitudes; *Language Maintenance; Language of Instruction; *Language Planning; Language Research; *Language Role; Language Usage; *Linguistic Theory; Mass Media; Public Policy; Uncommonly Taught Languages
IDENTIFIERS- *Ireland

A number of issues concerning revival and maintenance of the Irish language are discussed. First, it is found that public attitudes about language use in Ireland, outwardly positive toward revival of Irish usage but not carried through in mass media or education, reflect considerable ambiguity. Linguistic stewardship of the language has been substantial and effective in many areas, including publication of Old and Middle Irish texts and more contemporary creative writing, advances in lexicography and development of new terminology, and calls for more standardization of both written and oral forms. Social issues remain a source of contention, with enthusiasm for revival tempered by limited resources, lack of qualified teachers, and early parental resistance. Curriculum development has continued since the 1960s, but lack of success with

10 percent from 1984 to 1994 while total college enrollment declined slightly. All four major ethnic groups achieved enrollment growth, with Hispanics increasing 6.9 percent, Asian Americans 7.5 percent, and Hispanics 6.7 percent (at two-year institutions). The number of faculty of color increased 43.7 percent from 1983 to 1993, compared with a 6.4 percent increase for whites. Twenty-three tables of data and other tables and figures provide detailed statistical data. (Contains 70 references.) (JLS)

ED 407 893 HE 030 138

Lassner, Lee M.
What the Rosenberger Decision Means.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constitutional Law; *Court Doctrine; *Court Litigation; Federal Courts; Fees; Financial Support; *Freedom of Speech; Higher Education; Public Colleges; Public Education; School Law; State Aid; *State Church Separation; State Universities; *Student Organizations; Student Publications
IDENTIFIERS- *Rosenberger v University of Virginia; Supreme Court

The United States Supreme Court, in a 5-4 decision in the Rosenberger case, ruled that the University of Virginia had violated the free speech clause of the First Amendment of the United States Constitution by refusing to subsidize a Christian student publication. The magazine, "Wide Awake," was published by a student organization that was recognized by the University as a "contracted independent organization." There were three fundamental issues considered: (1) the use of student fees; (2) the religious establishment clause of the First Amendment; and (3) the free speech clause of the First Amendment. The Court ruled that financing the magazine from student activity fees did not violate the establishment clause of the First Amendment. Courts have previously ruled that while the right of institutions has been upheld to maintain mandatory fees, these must be used to provide a forum of varying ideas and not one political or ideological stance. In Widmar v. Vincent, the Supreme Court had previously upheld a lower court ruling that students' religious activities were protected by the free speech clause of the First Amendment. Therefore, while higher education institutions may require student activity fees, they must be utilized to enhance, not hinder, the exercise of free speech and religion. (JLS)

ED 407 894 HE 030 139

Lavin, David E.; And Others
The Social Construction of Graduation Rates: Conceptions of College Completion and Their Socio-Political Implications.
PUB DATE- 24 Mar 97
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Bachelors Degrees; *College Graduates; Comparative Analysis; *Data Analysis; Dropouts;

Student Recruitment; *Transfer Policy; Transfer Students; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Amateurism; *National Collegiate Athletic Association

This booklet provides a guide for student-athletes at 2-year colleges, especially for those intending to transfer to National Collegiate Athletic Association (NCAA) colleges and universities and participate in intercollegiate athletics. It discusses academic eligibility for participation in intercollegiate athletics at NCAA Division I, Division II, and Division III schools, focusing on specific transfer requirements for individuals with nonqualifier, partial qualifier, and qualifier status. The booklet explains general eligibility requirements, including the 5-year rule in Division I and the 10-semester rule in Divisions II and III, and hardship waivers. It discusses the manner in which student-athletes may be recruited by NCAA schools, explaining rules that apply to contacts with coaches and boosters and campus visits. The booklet also discusses graduation rate information that NCAA schools must provide to student-athletes, the National Letter of Intent, amateurism, and drug policies and procedures. Four appendixes provide charts on academic requirements for eligibility for transfer to Division I and Division II schools. (MDM)

ED 407 914 HE 030 162

Bolig, Laura E., Ed.
A Career in Professional Athletics: A Guide for Making the Transition.
PUB DATE- May 94
NOTE- 39p.; Prepared by the NCAA Professional Sports Liaison Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletes; Career Development; *Career Planning; College Athletics; *College Students; Drug Use Testing; Education Work Relationship; Eligibility; Higher Education; Insurance; *Money Management; *Salaries
IDENTIFIERS- Agents (Personal Representatives); *Professional Athletics

This booklet provides guidance to student-athletes on making the transition to a career in professional athletics. It contains a list of do's and don'ts for students in regard to their collegiate eligibility, along with suggestions on obtaining disability insurance coverage for protection from loss of future earnings. The booklet provides suggestions on how to select an agent and explains how agents are paid. It also provides tips on preparing for the draft in particular sports. The booklet contains advice on financial planning and money management, including investments and income opportunities for professional athletes. It outlines opportunities and salaries in baseball, basketball, football, golf, ice hockey, soccer, and tennis. Three appendixes provide a directory of professional sports organizations, an outline of professional league drug testing policies, and salary information. (MDM)

ED 407 915 HE 030 163

Mallonee, Stephen A.
NCAA Guide for the College-Bound Student-Athlete, 1996-97.

Instructional Design Micro-Strategies," provides an analysis of the tactics used in instructional design, as practiced in the planning of specific lessons and sequences of instructional materials. Part 6, "The Logistics Vantage Point: Technology-Based Paradigms," provides comments specifically related to the current trends for the use of technology-based delivery systems, whether by computers or telecommunications or a combination of various technologies. Includes author and subject indices. (Author/SWC)

ED 407 933 IR 018 334

Plomp, Tjeerd, Ed.; Ely, Donald P., Ed.
International Encyclopedia of Educational Technology. Second Edition.
PUB DATE- 96
NOTE- 692p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Computer Uses in Education; Current Events; *Educational Media; *Educational Strategies; *Educational Technology; *Instructional Design; Instructional Materials; International Communication; *Problem Solving; Research Tools; Theory Practice Relationship; Training
IDENTIFIERS- *Technology Integration

This encyclopedia provides scholarly information on all aspects of educational technology. It treats integrating educational technology as a problem-solving process. The book consists of 123 papers by numerous authors, divided into five sections. Section 1, "Educational Technology: Definition and Conceptual Background," introduces educational technology as a concept and as a field, dealing with its definition, contributing fields, the dimensions of its international background, and its worldwide dissemination. Section 2, "Design Functions, Tools, and Resources," describes activities and tools for analyzing problems and designing, evaluating, implementing, and managing solutions; it also gives an overview of information resources used by educational technologists. Section 3, "Delivery Options," deals with the variety of strategies, techniques, and media commonly used by educational technologists. Section 4, "Applications and Institutional Settings," describes several specialized applications of technology in research, measurement, management, and planning. Section 5, "Emerging Issues," addresses topics emerging from the increasing influence of technology in society in general and in education specifically. Contains a list of contributors, and author and subject indices. (Author/SWC)

ED 407 934 IR 018 335

Jonassen, David H., Ed.
Handbook of Research for Educational Communications and Technology. A Project of the Association for Educational Communications and Technology (AECT).
PUB DATE- 96
NOTE- 1267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Computer Uses in Education; Educational Change; *Educational Research; *Educational Technology; Educational

introductory project materials, including a graphic illustrating partnerships, a one-page summary of intent, and a process for community-based planning; (4) identification of community needs and community resources; (5) a brainstorming worksheet; (6) collaboration information; (7) cross-training service directory; (8) correspondence used in cross-training planning; (9) cross-training agendas for the five sessions; (10) publicity; (11) community planning resources; (12) a sample cross-training evaluation form; (13) evaluations of cross training; and (14) the interim project report. (KC)

ED 407 489 CE 073 831

Howieson, Cathy
Making a Move: Next Steps for Women. A Follow-up Study of Women Onto Work Students.
PUB DATE- Sep 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Counseling; *Career Education; Employment Potential; *Employment Programs; *Females; *Followup Studies; Foreign Countries; Job Search Methods; Job Skills; Outcomes of Education; *Unemployment; Womens Education; *Work Experience Programs
IDENTIFIERS- *Scotland

A 4-year longitudinal study assessed the longer-term outcomes for students of Women Onto Work (WOW) courses aimed at unemployed Scottish women from Wester Hailes, Craigmillar, and Pilton/Muirhouse and unemployed women with disabilities from minority ethnic groups from Edinburgh (Scotland). The research covered 4-year groups of students who were in WOW between 1990 and 1994. Two groups were contacted 1 year after their WOW course and the other two groups were contacted approximately 1-2 years after the course. All students were sent a postal questionnaire; a one-in-five sample was interviewed. The average response rate was 67 percent (n=114 women); 25 women were interviewed. Results indicated that approximately 1 year after their WOW course, 30% of former students were in paid employment, mainly part time; 31% were in education or training. Forty-five percent were in paid employment at the 2-year stage, and 19% were in education or training. Eighty-four percent of students were positive about the value of their WOW course to them one year later, with 90% of students positive at the 2-year stage. For most, the fundamental benefit of WOW was that it helped to raise their confidence and self-esteem. It had also helped by providing specific information about educational and job opportunities, practical job-seeking skills, and work placement. (Six case studies and two follow-up questionnaires are appended.) (YLB)

ED 407 490 CE 073 854

The European Network for Research, Action and Training in Adult Literacy and Basic Education (Dublin, Ireland, May 25-30, 1991). A Seminar Organised by EUROALPHA. Adult Basic Education in Prisons.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- May 91
NOTE- 137p.
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworker Approach; Change Strategies; *Employment Programs; Federal Legislation; Job Training; Policy Formation; *Program Administration; Program Design; Program Development; Public Policy; Research Projects; Retraining; Services; State Programs; *Statewide Planning; Strategic Planning; Welfare Recipients; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform; *Welfare to Work Programs

This guide, which is intended for planners, administrators, and staff involved in state and local welfare reform efforts, summarizes information about the "work first" approach to welfare reform that was gained from comprehensive evaluations of work first programs and discussions with program managers, practitioners, and participants. The following are among the topics discussed in the guide's six chapters: (1) work first in a block grant environment; (2) program policy/planning (planning program activities, designing support services, tailoring work first to program goals, understanding caseload and labor market, building support for programs, evaluating program performance); (3) program implementation/administration (staff selection/training, caseload size/specification, co-location and integration of case management, promotion of an employment focus, interagency linkages, program costs/cost reduction); (4) program components (applicant job search, orientation, assessment, job clubs, job development, role of education/training, work experience and subsidized employment, retention and reemployment); (5) case management (developing employment plans, maximizing participation, motivating participants, facilitating child care and transportation, dealing with personal and other issues); and (6) related policies (transitional benefits, financial incentives, earned income credit, time limits). Appended is information about the work-related provisions of the 1996 federal welfare legislation and a 35-item list of programs, organizations, and contact information. Contains 55 references. (MN)

ED 407 508 CE 073 906

Manning, Sabine, Ed.
Qualifications with a Dual Orientation towards Employment and Higher Education. A Comparative Investigation of Innovative Schemes in Seven European Countries. INTEQUAL Report I.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- Nov 96
NOTE- 105p.; Developed by the Leonardo Research Partnership.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Academic Standards; *Articulation (Education); Comparative Analysis; *Education Work Relationship; *Employment Qualifications; Evaluation Criteria; Foreign Countries; Higher Education; Integrated Curriculum; Secondary Education; *Student Certification; Student Evaluation; *Vocational Education
IDENTIFIERS- *Europe

The programs developed in Austria, England, France, Germany, the Netherlands, Norway, and Sweden to allow vocational students to acquire qualifications with a dual orientation toward employment and higher education were characterized and compared

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); Career Education; Community Development; *Cooperative Programs; *Coordination; *Economic Development; *Education Work Relationship; Educational Cooperation; Job Skills; *Labor Force Development; Postsecondary Education; Secondary Education; Standards; Vocational Education

This bulletin focuses on the integration of school-to-work systems into a comprehensive set of economic development services that can help address a critical need articulated by businesses, spur economic growth, and equip young people with the skills necessary for further learning and work. It first describes these strategies to integrate school-to-work in economic development initiatives: coordinate services with economic development organizations; encourage the development of groups of businesses with common training needs; target high-growth industries; develop a system of skill standards; and broaden economic opportunity. The next section highlights two effective practices: (1) Chem Tech, a 4-year school-to-work initiative in Pennsylvania that begins in high school and concludes with an associate degree; and (2) Oregon's Opportunity, a project designed to enable and organize business, labor, and community participation in locally based education, work force development, and economic development strategies. Contact and address information for the effective practices is provided. The bulletin lists eight organizations that can provide further information on the topic. Brief summaries describe the organizations focus and activities. Nine resource publications are listed. (YLB)

ED 407 529 CE 073 928

School-to-Work and Workforce Development. Resource Bulletin.
PUB DATE- Jan 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Education Work Relationship; *Educational Strategies; Entry Workers; Job Training; *Labor Force Development; Postsecondary Education; Program Development; Retraining; Secondary Education; *Systems Approach; Transitional Programs; *Vocational Education; Youth Employment; Youth Programs

Work force development systems have three primary subsystems: youth development and preparation for employment, adult work force entry, and worker retraining and transition assistance. Programs targeting youth pose one of the greatest challenges to those striving to develop or improve work force development systems. School-to-work will not significantly improve career opportunities unless it is viewed as an effort to combine, improve, and expand existing programs and initiatives to meet the needs of young people in a more integrated and comprehensive manner. The following are key strategies for linking school-to-work with other education and training initiatives to form a comprehensive system providing all youths with pathways to successful careers: establish human resource investment councils; build community-wide collaboration; use existing initiatives and resources to serve at-risk and out-of-school youth; develop occupational skill standards and certifications; and improve labor market information systems. North Carolina's JobReady school-to-work and one-stop career centers initiatives and San Diego's school-to-work initiative, which is integrated with the Job Training Partnership Act differences in mean scores on the SCII were found for time period, gender, and parent occupation. The study supports the usefulness of the SCII measure with high school students. It also suggests that variables of age, gender, and parent socioeconomic status must be considered when interpreting the stability of occupational interests of students. The study shows the importance of not only assisting young adolescents with career exploration but also of involving family members in discussions of their career interests and options, especially for families in rural areas where exposure to careers may be more limited. Further research should investigate whether the examination of a broader set of social and contextual variables may give greater insight as to how and when adolescents clarify and eventually commit to their vocational choices. (Contains 18 references.) (KC)

ED 407 548 CE 073 975

Nolin, Mary Jo; And Others
Student Participation in Community Service Activity. 1996 National Household Education Survey. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; *Educational Practices; Elementary Secondary Education; School Community Programs; School Community Relationship; Secondary Education; *Service Learning; *Student Participation; Student Volunteers
IDENTIFIERS- National Household Education Survey; *Youth Community Service

A study used data from the 1996 National Household Education Survey, Youth Civic Involvement component, to determine how students in grades 6-12 were involved in community service activities and how schools might encourage community service participation and integrate it with classroom learning. Some of the results are as follows: (1) about half the students interviewed in grades 6-12 said they participated in community service during the 1995-96 school year; (2) native English-speaking, female, white, 11th- and 12th-grade students who received high grades and were involved in many activities were most likely to participate; (3) students attending a private or church-related school whose parents had college degrees and who participated in community service were most likely to participate; (4) 86 percent of all students were in schools that encouraged community service, either through requiring participation or by arranging or offering it, and students in these schools were more likely to participate; (5) public schools were more likely to arrange but not require community service, whereas private schools were split between those that arranged community service and those that required it; and (6) about half the students who participated regularly in community service said that their service was incorporated into the school curriculum (service learning). (30 references) (KC)

ED 407 549 CE 073 976

Douglas, Karsten
Refugees and Adult Education in Sweden. The Gatekeeper Janus.

performances. In addition, coaching and assessing progress are done continuously in the midst of practice, performance, or critiques. Arts education can help prepare young people in vocational education to become tomorrow's employees and entrepreneurs. A postindustrial society increasingly requires that workers at all levels be creative thinkers, problem solvers, able to work well with others as well as independently, and arts education offers possibilities to complement and supplement training in these skills. The inclusion of arts in education can help to impart the knowledge, insights, and ways of learning that children need to become whole human beings and compete effectively in the world economy. (KC)

ED 407 568   CE 074 001

Padak, Nancy; Rasinski, Tim
Family Literacy Programs: Who Benefits?
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Apr 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Academic Persistence; Adult Basic Education; *Adult Literacy; Educational Attitudes; *Family Literacy; Family Programs; *Literacy Education; Literature Reviews; *Outcomes of Education; Program Effectiveness

The concept of family literacy is firmly rooted in a substantial research base from several disciplines: adult literacy, emergent literacy, child development, and systems analysis. Research from these disciplines was reviewed to determine the benefits of family literacy. The results show that family literacy programs do work and that at least four groups benefit: children, parents, families as units, and the larger society. Highlights of these benefits include the following: (1) children attend school more regularly and are more likely to complete their education; (2) children's general knowledge, oral language development, reading achievement, decoding ability, comprehension, writing, mathematics and science achievement, social skills, self-esteem, and attitudes toward school improve, and they are healthier; (3) parents are far more likely to persist in family literacy programs than in other types of adult literacy programs; (4) parents' attitudes about education and their reading, writing, mathematics, science, and parenting knowledge improve; (6) parents enhance their employment status or job satisfaction; (7) families learn to value education, become more involved in schools (leading to higher achievement for children), become emotionally closer, and read more; and (8) society benefits because parents' persistence in literacy programs helps to break cycles of economic disadvantage, joblessness, and welfare dependency. (Contains 67 references) (KC)

ED 407 569   CE 074 002

Gow, Kathryn
What Are the Required Outcomes of Education--Professional Competencies, Personal Attributes and Social Skills.
PUB DATE- May 97
NOTE- 26p.; Keynote Address presented at the Queensland State Conference of the National Association of Post Compulsory Educators, "Redesigning the Learning Environment" (3rd, Surfers

focused on new business concepts and strategic learning. Many employers reported experimenting with more individually focused approaches to learning (coaching, counseling, personal feedback). (Contains 40 references.) (MN)

ED 407 586 CE 074 042

Blank, W. E., Ed.; Harwell, Sandra, Ed.
Promising Practices for Connecting High School to the Real World.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 136p.; Cover title is "Promising Practices for Connecting Schools with the Real World.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; Classroom Techniques; *Education Work Relationship; *Educational Improvement; *Educational Practices; *Futures (of Society); High Schools; Integrated Curriculum; Relevance (Education); School Business Relationship; Teaching Methods

This monograph, containing 24 articles by 11 authors, describes a number of practices that have shown promise for better connecting high school with the broader world beyond school. The monograph begins with "Connecting High School with the Real World" (Sandi Harwell, William Blank), which discusses the concept of "real life" and various ways of defining the concept. "The Real World..." (Janet Scaglione) explores the notion of using important adult social roles, especially that of worker, as a window into adult life. This section also provides a brief look at the kinds of academic skills and knowledge actually used in most workplaces, examines how graduates will learn as adults, and closes with a snapshot of some of the most recent ideas in learning theory and intelligence. Each of 22 subsequent sections describes a promising practice for linking high school with the real world: "Authentic Instruction" (Blank); "Project-Based Learning" (Harwell); "Problem-Based Learning" (Teri D'Agostino); "Service Learning" (Blank); "School-Based Enterprises" (Blank); "Apprenticeships" (D'Agostino); "Internships" (Harwell); "Career Education: A Key Component of Career Guidance"(Harwell); "Teaching All Aspects of Industry" (Rich Westberry); "Integrating Academic and Vocational Education" (Westberry); "Cooperative Learning" (Scaglione, Blank); "Heterogeneous Grouping" (Harwell); "Mentoring" (Harwell); "Correspondence Study" (Stephanie VanDeventer); "Technology-Based Learning Resources" (VanDeventer); "Student as Teacher" (VanDeventer); "Career Academies" (Craig Winger, Alan Barber); "Alternative Schools" (Westberry); "Authentic Assessment" (Cindy Hewitt-Gervais); "Learning Communities: A Positive Climate for Learning" (Howard Johnston); and "Continuous Quality Improvement" (John Marshall). The final section, "High School Could Look Like This" (Blank), describes a high school that incorporates many of the most promising "real world" practices. (KC)

ED 407 587 CE 074 043

Werner, Mark C.
Australian Key Competencies in an International Perspective.

participating partners. Ohio's integrated tech prep curriculum includes the following: career development activities and career interest/academic assessment before and in grade 8; academic foundations with particular emphasis on math, science, and communications in grades 9-10; higher-level math/science/communications, occupational, and employability competencies in grades 11-12; advanced occupational/academic/employability competencies at the associate degree/two-year certificate level; and employment as an advanced skill technician. (MN)

ED 407 605 CE 074 086

Strebler, Marie; And Others
Skills, Competencies and Gender: Issues for Pay and Training.
PUB DATE- 97
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Case Studies; Comparative Analysis; Competence; *Corporate Education; Employment Patterns; Employment Practices; Employment Qualifications; *Equal Education; *Equal Opportunities (Jobs); Foreign Countries; *Industrial Training; Job Performance; Job Skills; Literature Reviews; Merit Pay; Personnel Evaluation; Postsecondary Education; Public Policy; *Salary Wage Differentials; Sex Bias; *Sex Differences; Sex Discrimination; Trend Analysis; Vocational Education
IDENTIFIERS- National Vocational Qualifications (England); *United Kingdom; United States

The extent to which skill and competency-based systems used by work organizations in the United Kingdom may contribute to maintenance of the pay gap between men and women was examined through a review of the following: pertinent literature from the United Kingdom and United States; 15 published case studies; current Institute for Employment Studies research on assessment/measurement of competencies; and information from a workshop at which practitioners in large public and private organizations discussed issues in using skill- and competency-based pay and training systems. Among the study's main findings were the following: (1) women are more likely than men to undervalue the skill levels of their jobs; (2) although men and women managers do not differ greatly in the competencies they possess, women are consistently rated lower on leadership ability by managers; (3) the process of translating skills/competencies to individual performance criteria is complex and liable to gender bias; (4) performance appraisal remains the main method for assessing performance; and (5) skill-based pay is less likely to cover female employees. Areas for further research were also identified. (Appended are a 59-item annotated bibliography and a summary of published case studies of pay/training systems. The bibliography contains 94 references.) (MN)

ED 407 606 CE 074 087

Bloom, Dan; And Others
The Family Transition Program: Implementation and Early Impacts of Florida's Initial Time-Limited Welfare Program.
SPONS. AGENCY- Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Department of Health and Human Services, Washington, D.C.; Ford Foundation, New York, N.Y.
PUB DATE- May 97

relationship between victimization and hope agency for younger children. As levels of victimization increased, hope decreased. Girls may experience victimization differently than boys because they are victimized by different types of violent events. Girls may also use differing emotional responses to victimization, and they may also use different cognitive processes to understand their victimization experiences. Girls tend to generalize their experiences which can lead to diminished coping strategies. Boys tend to see situations as independent of each other. A positive relationship between victimization and hope agency beliefs was found in older children. Research has yet to determine whether females use emotion-focused coping more because they are more likely to be in uncontrollable situations, and whether males use problem-focused coping more because they are more likely to be in controllable situations. (RJM)

ED 407 624 CG 027 704

Worrell, Frank C.
The Risk-Resiliency Paradigm in Research on Dropping Out.
PUB DATE- Aug 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Dropout Prevention; *Dropout Research; *High Risk Students; *High School Students; High Schools; Models; Resilience (Personality); School Culture; *Student Attitudes; Student Attrition
IDENTIFIERS- Hope; *Risk Assessment Tool; Risk Reduction

This study examined the impact of variables related to competence and identity as protective factors in a group of at-risk dropouts and at-risk graduates of high school. Participants consisted of 99 at-risk students (35 females and 64 males) drawn from a continuation high school in an urban school district and 24 high school students (9 female and 15 males) from a university summer program for academically-talented youth. Subjects fell into one of five groups: past dropouts; predicted dropouts; predicted graduates; past graduates; and students not at risk for dropping out. Predicted graduates and dropouts completed the questionnaires at the school site. Confirmed dropouts, graduates and not-at-risk students completed the questionnaires on their own time. Results indicated that students at the continuation high school were clearly at risk based on the risk factors as compared to the comparison group. Protective factors related to Erikson's conception of anticipation of success (hope in the future, anticipation of being in a good job by age 30) and the importance of going to college contributed significantly to the prediction of dropout/graduate status beyond the prediction made by risk factors alone. Using a prospective methodology, a hopeful future significantly predicted dropout versus graduate status for participants who were equally at risk. Contains 27 references.) (Author/AA)

ED 407 625 CG 027 705

Lahav, Ran
Philosophical Counseling and the Search for Wisdom.
PUB DATE- Aug 96

student. The book helps students to understand what stress is, how it affects the body, how to understand the causes of stress, and ways to handle stressful situations. Each lesson contains worksheet pages for student self-evaluation and planning. There are many ways in which a person or group can use this booklet, such as working on it alone, at a leisurely pace, or covering all the lessons in a weekend workshop. Information on nutrition and coping skills such as relaxation, massage, deep breathing, visualization, and positive communication is included. Some of the lessons outline exercises and activities for the students, such as art projects and role playing. Lessons list various steps or ways for combating stress and offer scenarios which encourage reflection. Contains 19 annotated suggestions for further reading. (RJM)

ED 407 644 CG 027 743

Trotter, Jennie C.
Stress Education Curriculum: Grades K-5, Elementary School Level. Fourth Edition.
PUB DATE- 92
NOTE- 185p.; For related documents, see CG 027 743-745.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Coping; Curriculum Guides; Elementary Education; Program Guides; Self Management; *Stress Management; *Stress Variables; *Student Problems; Teaching Guides
IDENTIFIERS- Stress (Biological); *Stress Resistance

Stress is an inevitable part of living, but too much stress can have damaging consequences. Ways in which children can respond positively to stress are covered in this curriculum guide. It was developed to help teachers teach students, grades K-5, ways to cope with stress. Its curriculum objectives include helping students understand stress and some of its causes, identifying stress and learning how to manage it, and learning how taking care of one's health is related to stress management. Information on nutrition and coping skills such as relaxation, massage, deep breathing, visualization, and positive communication is included. Part 1 contains 20 lessons for kindergarten through grade 2. Each lesson takes about 20 minutes and suggests exercises and activities for the children, such as art projects and role playing. Part 2 also contains 20 lessons. These lessons, designed for grades 3-5, have the same titles as the lessons in part 1, but are geared toward older children. Each lesson lists an objective, provides a procedure for presenting the lesson, and encourages children's questions. Contains a list of 18 titles for further reading, 14 children's prevention programs, and other resources. (RJM)

ED 407 645 CG 027 744

Trotter, Jennie C.
Teen Stress: How To Cope, An Accompanying Manual for the Teen Stress Video.
PUB DATE- Oct 93
NOTE- 106p.; Manual accompanies a videotape, "Teen Stress: How To Cope," not available from ERIC. For related documents, see CG 027 743-745.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

processing during task performance. (Contains 29 references and 9 tables of data. Appendixes present directions for think-aloud training, a think-aloud protocol scoring scheme, examples of segmented and scored protocols, and a teacher's description of training procedures.) (Author/RS)

ED 407 665 CS 012 824

Gormley, Kathleen A., Ed.; McDermott, Peter C., Ed.
The Language and Literacy Spectrum, 1997. A Journal of the New York State Reading Association.
PUB DATE- 97
NOTE- 101p.; For volume 6 (1996), see ED 399 528. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *Childrens Literature; Classroom Techniques; *College School Cooperation; Elementary Secondary Education; Emergent Literacy; Internet; *Poetry; Program Descriptions; Reading Comprehension; *Reading Instruction; *Student Empowerment; Urban Education
IDENTIFIERS- *Educational Issues; Multicultural Literature; Multicultural Materials; New York

Sharing concerns and interests of New York State educators in the improvement of literacy, this annual journal raises educational issues such as: empowering students' voices; responding to the call for higher standards by instructing and including all learners; using the Internet to promote literacy; and poetry as a powerful genre. Articles in the journal also present literacy research conducted using a variety of approaches, descriptions of college-community partnerships, and recommendations of multicultural books and favorite stories. Articles in the journal are "Conversations in the Margins: Reading Literature as a Democratic Process" (Gordon M. Pradl); "Participating in Student-Led Book Clubs: The Case of Jennifer" (Virginia J. Goatley and Jeanne Marie Levine); "Meeting the Challenge of Tougher Literacy Standards" (Sean A. Walmsley); "Performance Assessment and the English Language Arts Standards" (Peter Johnston); "Retention and Promotional Gates: Expensive and Ineffective Ideas Make a Comeback" (Richard Allington); "Children Betrayed" (Walter E. Sawyer and Jean C. Sawyer); "Promoting Literacy on the Internet: A Model Classroom Activity" (Dennis G. Mike); "'Poetry Is a Gift You Get and Never Out Grow': Sixth Graders Discovering Poetry" (Barbara Combs and others); "Comparing Story Reading and Textbook Reading: Middle-Level Readers' Understanding of Text" (Margaret Morgan); "What's a Researcher, Anyway?" (Ellen Adams); "Thoughts on Affirming Young Children's Literacy Efforts" (Mary Shea); "Learning to Read: The Miracle of Language" (Elizabeth Stever); "Project HOPE: A Collaborative Literacy Effort for Urban Youth" (Mary Rearick); "The Culture of Families and the Building of School-Home Connections" (Sema Brainin); "School-Based Practicum in Reading Disabilities" (Laura Klenk and Janice F. Almasi); "The Literacy Focused School: A University-School Collaboration Project" (Carol G. Hittleman); "Constructing Bridges to Literacy through Multiethnic Literature for Children" (Violet H. Harada); and "Something Old, Something New: Children's Literature Favorites" (New York State Reading Association Literature Committee). Individual articles contain references. (RS)

ED 407 666 CS 012 825

given to teaching literature, and the topic is also absent from most academic congresses. The paper then considers teaching methods, and when certain subjects and topics should be taught, i.e., whether on undergraduate, master's, or doctoral level. It discusses the Latin-American literary canon and the organization of the various available literary histories elaborated by individual authors during the past 25 years--these histories number 34. The paper focuses on general works but also includes works on specific aspects of the Latin-American narrative. According to the paper, most histories are elaborated in one of 5 ways: by periods and literary technique; by generations; narrative as a search for cultural identity; analysis of specific texts; and reader response and interpretation. The paper considers the histories by diachronic and synchronic perspectives--diachronic being those organized by countries, authors, generations, cycles, etc.; synchronic being those organized by identity and mask, narrative structure, short story theory, etc. The paper also discusses narrative literature which is viewed as marginal to the canon, such as that written by women, epistolar narrative, ultra-short stories, and that produced by Hispanic Americans. The paper concludes by suggesting some teaching techniques. Contains 35 references and an appended history of Mexican narrative in the 20th century. (NKA)

ED 407 685   CS 215 855

McCleary, Bill
Survey of Remedial Education in Higher Education More Relevant to Politics Than to Teaching and Curriculum.
PUB DATE- May 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Writing; *Higher Education; *Political Issues; *Public Education; *Remedial Programs; School Surveys; Student Needs; Undergraduate Students; Writing Difficulties
IDENTIFIERS- *Educational Issues

This article reports on the survey "Remedial Education at Higher Education Institutions in Fall 1995," which was conducted by the National Center for Education Statistics. It is suggested that administrators and practitioners who deal with basic writing and other remedial programs will learn little about the nature of remedial efforts from the survey. The article finds that the survey seems to be intended to be used for state and national political decision making rather than for educational purposes. According to the article, flaws in the survey include no definition of remedial courses, such as, for example, students scoring below a particular number on an entrance exam--instead, remedial courses were defined as "courses in reading, writing, or mathematics for college students lacking those skills necessary to perform college-level work." The article points out that the survey's overall finding was that 71% of institutions offered remedial writing courses, but that this ranged from 99% of public 2-year colleges down to 52% of private 4-year institutions. The article suggests that these findings could be significant for legislators in states which are thinking of ending remedial courses in 4-year public colleges and universities--publicly stated purposes are to force remedial students into community colleges where remediation is less expensive. The article also considers some of the other statistics on remedial writing outlined in the

For 2 decades, schools in the United Kingdom and in western economies in general have experienced rapid change. Many schools, however, look less like learning organizations today than they did before the introduction of the Education Reform Act in 1988. This paper reports on an ongoing series of case studies of school improvement that developed high-involvement strategies of middle management. The paper explores why key ideas of the learning organization and high-involvement management are so powerful in the contemporary context of rapid change. The paper identifies various types of learning organizations, proposes an analytical technique for relating styles of organizational learning to the environmental context, and concludes with preliminary findings from three research projects in the area of school improvement and middle-management development. Findings of the case studies indicate that headteachers and middle managers in schools are beginning to be aware of issues about the process of school improvement and the relationships between various factors in organizational learning. The findings suggest a move from the "entrepreneurial" toward the "unlearning" form of organizational learning--a point that represents a position in the "growth" stage of the organizational life cycle. Further research will explore the general utility of the model as a tool for senior and middle managers to determine the style of organizational learning most appropriate to the current context of the school. Seven figures are included. (Contains 34 references.) (LMI)

ED 407 705 EA 028 324

A Review of the 1996 National Education Summit.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accountability; Corporate Support; *Educational Assessment; *Educational Technology; Elementary Secondary Education; Performance; Politics of Education; *School Business Relationship; State Standards
IDENTIFIERS- *National Education Summit 1996

There is, among some groups in America today, a sense of urgency about educational reform. This publication summarizes the proceedings of the 1996 National Education Summit held in Palisades, New York. Governors and business, education, and community leaders met to initiate a national effort to establish high academic standards, assessment, and accountability. The conference also sought to find ways to improve the use of school technology as a tool to reach high standards. The publication contains highlights of plans for actions that will raise K-12 academic standards and establish methods for assessment and accountability. The document also contains excerpts from the 1996 National Education Summit policy statement, examples of outstanding K-12 technology, and summaries of 12 commissioned papers that addressed the implementation of high academic standards, assessment, and accountability, and the potential of technology. A list of the conference participants and of resources is included. (LMI)

ED 407 706 EA 028 328

Irmsher, Karen
Dropout-Reduction Strategies in Oregon High Schools.

in a team environment, however, presents its own set of challenges. This handbook provides U.S. Department of Education managers and employees with guidance to develop high-performing teams. Based on input from agency employees throughout the country, the handbook was designed to help answer the most frequently asked questions, offer possible solutions to common challenges, and provide user-friendly planning checklists. The introductory section differentiates teams from work groups, describes the benefits and challenges, delineates the appropriate and inappropriate uses of teams, and describes the various types of teams and roles within them. The next three sections offer suggestions for preparing, implementing, and sustaining teamwork. Recommended readings and references are offered at the end of each section. An appendix contains a supervisory position addendum. (Contains 39 references.) (LMI)

ED 407 724 EA 028 352

Berg, Judith; Hall, Gene
Downsizing of Central Office: Does Anyone Care? Pre-Conference Draft.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Financial Exigency; Human Resources; *Job Layoff; Morale; Organizational Change; *Organizational Climate; *Reduction In Force; *Retrenchment; School Districts
IDENTIFIERS- Colorado

Four years ago, the Colorado education system embarked on a course to downsize central offices in response to calls for accountability and site-based decision making. This paper presents findings of a study that examined restructuring and downsizing in four Colorado school districts. One consequence of downsizing was a reduction in force at the district administrative level. Data were gathered through document analysis and interviews with central-office and school personnel. The study found that school districts chose a variety of strategies in response to pressure to balance their budgets: (1) picking up "loose change"; (2) controlling budgets more tightly; (3) right-sizing the central office while "holding classrooms harmless"; (4) impacting the classrooms; (5) reincorporating necessary areas into the budgets; and (6) transforming central-office roles and functions. District personnel initially experienced short-term euphoria, which was followed by disillusionment, role confusion, burnout, and attempts to cope. To establish best practices, districts should develop a comprehensive and less reactive strategy; consider the human toll; differentiate between centralization and downsizing; and focus on developing a systemic capacity. (Contains 10 references.) (LMI)

ED 407 725 EA 028 354

Achilles, C. M.; Nye, B. A.
Reinventing Education through School Improvement Research That Has Resulted in Student Gains.
PUB DATE- Jan 97
NOTE- 22p.; Paper presented at the Annual Meeting of the

Doughty, Sherri
The Private Management of Public Schools: Lessons Learned from the Experience of Four School Districts.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; *Educational Objectives; Elementary Secondary Education; Free Enterprise System; Performance; Private Sector; *Privatization; Program Evaluation; *Public Schools; Public Support; *School Administration; School Districts
IDENTIFIERS- *Baltimore City Public Schools MD; Dade County Public Schools FL; *Hartford Public Schools CT; *Minneapolis Public Schools MN

As school districts increasingly encounter financial constraints and public demands for improved performance, some turn to private management. This paper summarizes the outcomes of private management in four school districts across the United States. Each case was unique. In Dade County (Florida), Education Alternatives, Inc. (EAI), was responsible only for the implementation of a new instructional program in one school; in Hartford (Connecticut) and Baltimore (Maryland), EAI had much broader management authority over a larger number of schools; and in Minneapolis (Minnesota), the president of Public Strategies Group managed the superintendency but not individual schools. The paper discusses common themes of the case studies and lessons learned from them. First, because of intense controversy surrounding private management, successful implementation requires a strong coalition of community support. Second, both parties need to clearly specify their expectations of each other in the contract. And finally, both parties should reach an agreement about how evaluation will be accomplished and how success will be defined. (LMI)

ED 407 742 EA 028 372

Jacobus, Keith
A Study of the Change Process Utilized by Colorado High School Principals: The Concordance of Practice and Theory.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Change Strategies; *Educational Change; High Schools; Models; *Principals; Program Implementation; *Theory Practice Relationship
IDENTIFIERS- *Colorado

A common theme in educational change literature is that principals do not truly understand the change process and therefore cannot successfully implement change. This paper presents findings of a study that examined the change processes that Colorado principals utilized when initiating and implementing change in their buildings. The study also examined whether the elements of the processes used matched the current change models reported in the literature. The research their new roles as service coordinators in the provision of early intervention services. The project's activities included: (1) development of a set of training materials and instructional strategies in service coordination that are appropriate across disciplines and in a variety of training formats; (2) field testing of materials in a series of courses at state university campuses, workshops, and on-site programs; (3) development of a training guide and videotape to enhance training activities; and (4) adaptation of course content and activities for use in a correspondence course and distance learning. The inservice model, curriculum, and supplementary training materials reflect the core principles of parent-professional partnerships, participant-centered learning, and collaboration. Parent-professional partnerships were fostered through the employment of parents as staff and consultants, the development of parent-professional teams in training and field experiences, and the inclusion of parents and professionals in all activities. The participant-centered philosophy was promoted through the use of multiple methods of dissemination of the core training content, via a semester-long course, distance technology, two-day institutes, and a correspondence course. Collaboration was achieved by working with a broad-based group of stakeholders from across Wisconsin. Appendices include pre-test and post-test scores of trainees, university course evaluations and syllabi, and a product brochure. (Contains 22 references.) (Author/CR)

ED 407 760 EC 305 453

National Council on Disability. Annual Report. Volume 17, Fiscal Year 1996.
PUB DATE- 31 Mar 97
NOTE- 45p.; For the 1995 edition, see ED 393 270.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Advisory Committees; *Advocacy; Change Strategies; Computer Interfaces; *Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Government; Federal Legislation; Foreign Policy; Information Technology; Internet; Preschool Education; *Public Policy; Welfare Services
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; *National Council on Disability

This annual report of the National Council on Disability (NCD) describes major activities and accomplishments during fiscal year 1996 in its role of advising the President and Congress on issues concerning people with disabilities. The NCD conducted the first-ever National Summit on Disability Policy which gathered 300 people to develop more than 120 comprehensive recommendations for the future of people with disabilities, and released several reports covering a variety of disability policy issues, including "Cognitive Impairments and the Application of Title I of the Americans with Disabilities Act," "Improving the Implementation of the Individuals with Disabilities Education Act: Making Schools Work for All of America's Children Supplement," "Foreign Policy and Disability," "Guidance from the Graphical User Interface (GUI) Experience: What GUI Teaches about Technology Access," "Disability Perspectives and Recommendations on Proposals To Reform the Medicaid and Medicare Programs," and "Access to the Information Superhighway and Emerging Information Technologies by People with Disabilities." The research areas in which NCD

Lanka, Sweden, Tanzania, Tunisia, Uganda, Venezuela, Zaire, Zambia, and Zimbabwe. (DB)

ED 407 778 EC 305 534

Gruskin, Susan; And Others
Including Your Child.
PUB DATE- Apr 97
NOTE- 107p.; Illustrated by Barbara McGee.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Child Development; *Child Rearing; Developmental Stages; *Disabilities; Early Childhood Education; Educational Legislation; Federal Legislation; Individualized Education Programs; Individualized Family Service Plans; Infants; *Organizations (Groups); Parent Child Relationship; Parent Education; Social Integration; Toddlers; Young Children

This booklet for parents of young children with special needs provides a variety of child-rearing suggestions as well as a listing of resources. After an introduction which defines special needs and summarizes basic principles, the following chapters address: (1) the family as the child's most important support; (2) the evaluation process; (3) relevant laws (such as the Individuals with Disabilities Education Act) and the Parent Training and Information Centers; (4) services and supports available to children, ages birth through 2 and from age 3 on; (5) setting goals for the child; (6) the Individualized Family Service Plan and the Individualized Education Program; (7) fostering a child's social inclusion; (8) reaching out to others for support; and (9) helpful hints. A developmental progress chart is appended. Also appended is a resource list which includes 18 associations and organizations, 9 government agencies, 10 government-supported organizations, 4 hotlines and information lines, 2 Internet sites, 17 minority family groups, 12 regional offices of the Office for Civil Rights, 72 Parent Training and Information Centers, and 61 sources of state or territorial information. (Contains 15 references.) (DB)

ED 407 779 EC 305 535

Vermont Special Education: Expenditures, Equity and Outcomes.
PUB DATE- Jan 97
NOTE- 70p.; For related document, see ED 385 094.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; *Disabilities; Educational Change; *Educational Equity (Finance); Educational Legislation; Educational Trends; Elementary Secondary Education; Financial Support; *Outcomes of Treatment; Program Effectiveness; Severity (of Disability); *Special Education; *State Aid; State Legislation; State Programs; State Surveys; Student Placement; Trend Analysis
IDENTIFIERS- *Extraordinary Reimbursement; *Vermont

This report provides information about special education costs in Vermont and the effects of recent policy changes implemented through Vermont's Act 230 and special education reform efforts. The report begins by describing Vermont's funding formula for special education and explains how the formula is flexible, Training Center are also listed. The last page of the guide is a summary of available 800 numbers for organizations, centers, and informational sources. (CR)

ED 407 797 EC 305 556

Symposium on Literacy and Disabilities (6th, Durham, North Carolina, January 23-24, 1997). Proceedings.
PUB DATE- Jan 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Augmentative and Alternative Communication; Computer Uses in Education; Cultural Activities; *Disabilities; Disability Identification; Early Identification; Early Intervention; *Educational Strategies; Elementary Secondary Education; Emotional Disturbances; Hearing Impairments; *Inclusive Schools; *Language Acquisition; Language Impairments; Learning Disabilities; *Literacy; Mental Retardation; *Poetry; Preschool Education; Reading Instruction; Regular and Special Education Relationship; Vocabulary; Writing Instruction
IDENTIFIERS- Academic Accommodations (Disabilities); Dynamic Assessment; Facilitated Communication

Shortened versions of papers from a symposium on literacy and disabilities are provided. Paper topics include: (1) a literacy bill of rights; (2) balanced instruction for diverse learners; (3) historical trends in vocabulary selection; (4) inclusive/collaborative service delivery for language/learning disabled school-age children; (5) literacy, technology, and the educational team of a student with cerebral palsy; (6) classic poetry activities for young people with emergent literacy and language intervention needs; (7) early literacy and communication in a child with Rett Syndrome; (8) listening comprehension evaluation in reading diagnosis; (9) literacy in adults with intellectual disabilities; (10) emergent literacy in preschoolers with hearing loss; (11) implementing a multilevel, multimethod literacy program for students with mild to moderate mental retardation; (12) using cultural arts and technology in developing strong, lifelong literacy skills; (13) using reading recovery for elementary school-aged children with multiple disabilities and hearing impairments; (14) facilitating poetry writing for students with special needs; (15) making special education regular and regular education special by joining the two philosophies; (16) how the experiences of people with disabilities may lead to an emancipatory literacy; (17) dynamic assessment and instructional modifications for students with seizure disorders; (18) early identification and evaluation of attentional and motor-perceptual deficits as markers of learning disabilities; (19) developing language through social interaction and literacy enjoyment; (20) using poetry to support emergent literacy; (21) a summer institute for augmented speakers; (22) literacy instructional techniques used for a student with multiple disabilities; (23) strategies for addressing difficulties in the physical aspects of written expression; (24) pragmatical approaches to major obstacles in teaching reading; (25) a personal narrative from a student with hearing impairment and attention deficit hyperactivity disorder; (26) validity in facilitated communication; (27) methods for improving the literacy of adolescents with learning, emotional, and behavioral disabilities; (28) designing computer generated/multi-sensory materials for references.) (CR)

ED 407 814 EC 305 574

Serving Exceptional Children: A Report to the Idaho Legislature, January 1997.
PUB DATE- Jan 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Disability Identification; Elementary Secondary Education; Federal Aid; *Financial Support; *Gifted; *Incidence; Preschool Education; Special Education; *Special Education Teachers; *Student Placement
IDENTIFIERS- Idaho

This report provides information on the incidence of and services provided to students with disabilities or gifts and talents in Idaho in the school year 1995-96. Through charts, graphs, and text, information is provided on: (1) the number of students served by category of disability; (2) special instructional programs and services; (3) the educational placement of students with disabilities; (4) special education personnel employed by school districts; (5) exemplary programs; (6) state and local special education funding by school district; (7) federal flow-through funding from the Individuals with Disabilities Education Act for school age and preschool children by school district; (8) unmet needs of students with disabilities; (9) gifted and talented students serviced; (10) gifted and talented education services; (11) unmet needs of gifted and talented students; and (12) gifted and talented expenditures and number of students by district. The total number of students with disabilities served during the school year of 1995-96 was 23,855 along with 7,165 gifted and talented students. Eighty-five percent of the students with disabilities were educated in the regular classroom and school districts expended $88,435,848 for special education services. A position statement on the placement of students with disabilities is also included. (CR)

ED 407 815 EC 305 575

Tominey, Matthew F.
Attributional Style as a Predictor of Academic Success for Students with Learning Disabilities and/or Attention Deficit Disorder in Postsecondary Education.
PUB DATE- 21 Oct 96
NOTE- 20p.; Paper presented at the International Conference of the Learning Disabilities Association (Chicago, IL, Feb. 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attention Deficit Disorders; *Attribution Theory; College Students; *Grade Point Average; *Helplessness; Higher Education; Hyperactivity; *Learning Disabilities; Performance Factors; Questionnaires; *Student Attitudes

This report discusses a study of 31 postsecondary students (20 males and 11 females) with learning disabilities (LD) and/or with attention deficit hyperactivity disorder (ADHD) that examined college achievement and attributional styles. Students

Criticism; *Grammar; Higher Education; Language Research; *Second Languages; *Spanish; *Spelling; *Vocabulary; *Writing (Composition); Writing Instruction

An exercise in the evaluation of errors in Spanish (second language) composition is reported. The exercise, based on J. M. Hendrickson's "discovery" approach to learning, concerned correction of three error types: lexicon; grammar; and spelling. Subjects were 13 native English-speaking university students in a Spanish language program. In the first draft of a film review, the teacher provided feedback on the presence and location of errors but did not provide correct forms; the students were then responsible for finding the source of error and correcting it. The teacher subsequently built a profile of linguistic errors made by individual students and by the majority of the class, which is presented and discussed here. The exercise has as its objectives to help students correct errors in future compositions and to support classroom discussion of errors. Contains seven references. (MSE)

ED 407 835 FL 024 495

Kuntz, Patricia S.
Stateside and Overseas Students of Arabic: Beliefs about Language Learning.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Arabic; Beliefs; College Students; Comparative Analysis; Foreign Countries; Higher Education; *Immersion Programs; *Language Attitudes; Language Research; Program Design; Questionnaires; Second Language Learning; *Second Languages; *Student Attitudes; Student Characteristics; Surveys; Uncommonly Taught Languages
IDENTIFIERS- United States; University of Wisconsin; Yemen; Yemen Language Center

A study investigated beliefs about language learning held by two groups of students studying Arabic: 41 students in conventional classroom language instruction at the University of Wisconsin in 1992 and 1993, and 27 in an immersion program at the Yemen Language Center (Yemen). The survey instrument consisted of 47 statements in a Likert-type scale and 5 demographic items. Comparison of the two groups revealed both similarities and differences in beliefs about respondents' own language ability, language ability in general, language learning processes, and the value and utility of language learning. It is noted that the two groups were not heterogeneous; there were differences in age, levels of language instruction, and program design. The findings are seen as support for foreign language learning. Teachers and students are encouraged to identify, organize, and exploit positive beliefs and to use knowledge of beliefs to modify course content, lesson sequence, selection of teaching methods and materials, and articulation across levels of instruction, and to create a mode of instruction satisfying student needs and goals. Contains 50 references. The questionnaire is appended. (MSE)

ED 407 836 FL 024 496

Hale, Sandra
"...All Those Problems That Bilinguals Have": Codeswitching and the Bilingual's Attitude.

response tabulations are appended. (MSE)

ED 407 855 FL 024 526

Clahsen, Harald, Ed.
Generative Perspectives on Language Acquisition: Empirical Findings, Theoretical Considerations, and Crosslinguistic Comparisons.
PUB DATE- 96
NOTE- 526p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Basque; Child Language; Contrastive Linguistics; English; Foreign Countries; Form Classes (Languages); French; *Generative Grammar; German; Italian; *Language Acquisition; Language Maintenance; *Language Patterns; Language Research; *Learning Processes; Learning Theories; *Linguistic Theory; Negative Forms (Language); Regional Dialects; Second Language Learning; Second Languages; Structural Analysis (Linguistics); Syntax; Vocabulary Development
IDENTIFIERS- *Clitics

The collection of essays and studies concerning generative grammar and first and second language acquisition includes: "The Optional-Infinitive Stage in Child English: Evidence from Negation" (Tony Harris, Ken Wexler); "Towards a Structure-Building Model of Acquisition" (Andrew Radford); "The Underspecification of Functional Categories in Early Grammar" (Nina Hyams); "Lexical Learning in Early Syntactic Development" (Harald Clahsen, Sonja Eisenbeiss, Martina Penke); "Strong Continuity, Parameter Setting and the Trigger Hierarchy: On the Acquisition of the DP in Bernese Swiss German and High German" (Zvi Penner, Jurgen Weissenborn); "Subject-Verb and Object-Verb Agreement in Early Basque" (Jurgen M. Meisel, Maria-Jose Ezeizabarrena); "Acquisition of Italian Interrogatives" (Maria Teresa Guasti); "Root Infinitives, Clitics, and Truncated Structures" (Liliane Haegeman); "On the Acquisition of Subject and Object Clitics in French" (Cornelia Hamann, Luigi Rizzi, Uli H. Frauenfelder); "Clitics in L2 French" (Lydia White); "The Initial Hypothesis of Syntax: A Minimalist Perspective on Language Acquisition and Attrition" (Christer Platzack); "The Role of Merger Theory and Formal Features in Acquisition" (Thomas Roeper); and "Now, Hang On a Minute: Some Reflections on Emerging Orthodoxies" (Martin Atkinson). (MSE)

ED 407 856 FL 024 531

Kim, Anna C.; Eckermann, Carol
Strategies and Perceptions of Second Language Students.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Students; Educational Attitudes; *English for Academic Purposes; *English (Second Language); Grammar; Higher Education; *Language Attitudes; *Learning Strategies; Second Language Learning; Second Languages; *Student Attitudes; Surveys
IDENTIFIERS- National Louis University IL

A study investigated the learning strategies and perceptions of second language learning of 12 students of advanced English-as-a-Second-Language at National-Louis University (Illinois). All subjects were surveyed, and one (Sasha), an articulate and instruction has been frustrating. New syllabi and more up-to-date teaching methods are in place currently. However, it will be important to maintain momentum, continue to develop needed materials, and provide motivation for students to learn Irish. Despite uncertainty about success and fear of irrelevance, the work of restoration continues, and may be boosted by demand for diversity in the expanding European political and social context. Contains 8 references. (MSE)

ED 407 875   FL 801 153

How To Buy a Home in the United States. Teacher's Guide and Student Book.
PUB DATE- Apr 96
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Class Activities; Classroom Techniques; Credit (Finance); Daily Living Skills; Decision Making; *English (Second Language); *Financial Services; Fiscal Capacity; *Homeowners; Immigrants; Information Sources; Instructional Materials; Land Settlement; Legal Problems; Limited English Speaking; *Money Management; *Ownership; Prior Learning; *Real Estate; Teaching Guides; Vocabulary Development
IDENTIFIERS- *Mortgages

These instructional materials are designed for presenting home ownership information to learners of English as a Second Language (ESL). Eleven lessons are organized into four units addressing the process of ownership, including: deciding to buy a home (determining that current living quarters are too small, getting money to buy a home, credit reports, savings accounts); finding an appropriate home (determining needs, finding a home, deciding how much to offer); getting a mortgage (mortgage loans, shopping for a loan); and home ownership (protecting and maintaining, planning for monthly expenses). The instructional approach integrates language development with practical content. For each lesson, the teacher's guide provides objectives and warm-up and pre-reading activities to activate learners' prior knowledge. Each lesson contains reading passages and comprehension checks, discussion topics, small group and paired oral practice, and writing activities. In addition, exercises help students review vocabulary and grammar. The teacher's guide provides correct responses, resource information, and extension activities. A glossary and list of free resources are included in both student book and teacher's guide. The materials are geared for intermediate English proficiency, but may be used for advanced beginner and advanced ESL levels. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 876   FL 801 155

Westerfield, Kay; Burt, Miriam
Assessing Workplace Performance Problems: A Checklist.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- May 96
NOTE- 4p.; A publication of the Project in Adult Immigrant Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Educational Assessment; Educational Quality; *Graduation; Higher Education; Nontraditional Students; Outcomes of Education; Public Colleges; Statistical Data; *Stopouts; Student Attrition; Student Characteristics; Undergraduate Students; Withdrawal (Education)
IDENTIFIERS- *City University of New York

Graduation rates are often used indicators of the performance of institutions of higher education. How institutions are represented can be profoundly affected by different approaches used to develop the data for the rates. The impact of variations in how these rates are constructed is illustrated by the example of the City University of New York (CUNY). The completion rate 3 years after entrance is less than 10 percent for the bachelor's degree but at 8 years after entry, the rate is 40 percent, a five-fold difference. It can be shown that many methods of graduation tracking are not adequate to accurately reflect student and college success. There is great distortion when conventional calculations are used to describe non-traditional students. Narrow time intervals and failure to include transfers tend to accentuate differences among institutions to the advantage of elite institutions and detriment of others. Open access institutions stand to gain the most when college completion is more broadly conceived and more flexible parameters are used to define graduation rates. (Contains 24 references.) (JLS)

ED 407 895 HE 030 140

Clinch, Richard
Implications of Proposed University of Maryland System Patenting Policy Change.
SPONS. AGENCY- Maryland Univ. System Administration, Adelphi.
PUB DATE- 28 Aug 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; *Copyrights; Economic Development; *Entrepreneurship; Government School Relationship; Higher Education; *Intellectual Property; Legal Problems; Ownership; *Patents; *Technology Transfer; Universities
IDENTIFIERS- *University of Maryland System

As a result of actual and anticipated growth in the level of entrepreneurial activities within the University of Maryland System (UMS), and corresponding growth in licensing and royalty revenues, a threshold policy was recommended in the Joint Chairmen's Report of 1996. Such a policy would establish a maximum threshold beyond which a portion of licensing and royalty revenues would accrue to the State of Maryland's General Fund. This analysis of the recommendation concludes that this proposed policy would negatively impact the expansion of technology commercialization, a key element of Maryland's strategic plan for economic development while raising only a minor amount of revenue for the State's General Fund. It suggests that the proposed policy change would have a negative impact because it would divert commercialization revenues from the technology transfer office, the inventor, or the University. This would diminish the resources available to faculty and universities and thus reduce their incentives for engaging in commercialization efforts. The revenue potential is small because few university patents or licenses generate sufficient revenue to reach a relatively high threshold. The average revenue from an active UMS license was $12,611 in 1994.

PUB DATE- Apr 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Athletes; *College Athletics; *College Bound Students; *College Students; Drug Use Testing; *Eligibility; Higher Education; Student Financial Aid; *Student Recruitment
IDENTIFIERS- Agents (Personal Representatives); National Collegiate Athletic Association

This booklet provides a guide for college-bound student-athletes on eligibility requirements for participation in intercollegiate athletics, financial aid, recruiting, and related issues. It provides National Collegiate Athletic Association (NCAA) Division I and II academic eligibility requirements, questions and answers about core-course requirements, and standardized test score requirements. The booklet provides information on the Initial-Eligibility Clearinghouse, financial aid, and NCAA Division I, II, and III recruiting, including contact and evaluation periods for 1996-97. It also explains the National Letter of Intent in regard to school selection, professionalism, agents, drug testing, and graduation rates. Questions that prospective student-athletes should ask of school officials during their recruitment are listed. (MDM)

ED 407 916 HE 030 164

Kane, Thomas J.; Dickens, William T.
Racial and Ethnic Preference in College Admissions. Brookings Policy Briefs.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Admission Criteria; *Affirmative Action; Blacks; College Admission; Colleges; *Educational Policy; Higher Education; Labor Market; *Racial Discrimination; Selective Colleges; State Legislation; Whites
IDENTIFIERS- California; *Racial Preference

This paper examines the use of racial and ethnic preferences in college admissions, focusing on the extent of their use and their impact on the careers of the intended beneficiaries in light of the California Civil Rights Initiative, which is designed to end such preferences. A study by Kane (1995) found that at the most selective four-year colleges students with the average academic characteristics of those applying had a 60 percent chance of being admitted if they were white, an 87 percent chance of being admitted if they were black, and a 75 percent chance if they were Hispanic. At non-elite schools, however, students with the same characteristics had approximately the same chances of being admitted. Contrary to the assurances of many of its opponents, racial preference does not appear to do more harm than good for minority youth. Rather, selective institutions seem to enhance the earnings prospects and raise the college completion rates of both minority and nonminority youth who are admitted. While audit studies continue to suggest that discrimination lingers in the labor market, it still remains to be seen whether the benefits

Trends; *Information Technology; Instructional Design; Instructional Innovation; Multimedia Instruction; Research Methodology; Research Tools; Technological Advancement; Users (Information)

This handbook provides an overview of research in the field of educational communications and technology. The handbook may be used to familiarize students and researchers with a domain of research in this field prior to their own research, or may be used as a guide for selecting research topics or methodologies. The book consists of 42 papers by numerous authors, divided into seven sections: (1) Foundations for Research in Educational Communications and Technology (John C. Belland, Ed.); (2) Hard Technologies: Media-Related Research (Robert B. Kozma, Ed.); (3) Soft Technologies: Instructional and Informational Design Research (Robert D. Tennyson, Ed.); (4) Instructional Message Design Research (Francis M. Dwyer, Ed.); (5) Instructional Strategies Research (Marcy P. Driscoll, Ed.); (6) Issues of Organization and Change in Educational Communications and Technology (Donald P. Ely, Ed.); and (7) Research Methodologies in Educational Communications and Technology (Rhonda Robinson, Ed.). (SWC)

ED 407 935   IR 018 336

Ohio SchoolNet Initiatives: The Role of the Ohio Education Computer Network.

PUB DATE- Aug 96

NOTE- 74p.; For related documents, see ED 404 982 and ED 398 859.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Comparative Analysis; *Computer Networks; *Computer Uses in Education; Costs; Distance Education; Economically Disadvantaged; Educational Finance; Educational Planning; *Educational Technology; Elementary Secondary Education; Financial Support; Grants; Internet; Public Schools; *State Aid; Statewide Planning; Telecommunications

IDENTIFIERS- Access to Computers; Expected Growth; Goal Setting; *Ohio SchoolNet; Technology Integration; *Technology Plans

Ohio's Legislative Office of Education Oversight (LOEO) evaluates education-related activities funded wholly or in part by that state. SchoolNet initiatives seek to increase Ohio K-12 schools' access to computers, networks, and other technology, with a particular emphasis on low-wealth districts. This report addresses the gap between the expectations of SchoolNet and what actually can be achieved, given current technology and the amount of district and state funding available for this initiative. The report also examines the advantages and disadvantages of using the existing Ohio Education Computer Network (OECN) to provide public schools with access to the Internet and other online information resources once the network wiring purchased with SchoolNet funds is installed. An explanation of the technology of computer networks and distance learning and their associated costs is also provided. Conclusions and recommendations are presented. Appendices include: a selected bibliography of print and online resources; agencies that participated on the 1991 Technology Committee; local phone companies serving each school district; LOEO school district questionnaire; comparison of resolution and motion handling for distance learning equipment; equipment and costs for four distance learning systems; and existing state-funded distance learning projects. (Contains 42 references.) (SWC)

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Basic Skills; *Correctional Education; *Correctional Rehabilitation; Criminals; Developed Nations; Foreign Countries; *Literacy Education; Program Development
IDENTIFIERS- *Europe

This conference report on adult basic education in European prisons contains the following introductory materials: a list of participants, the program, and introductions to the seminar by Frank Dunne and Pierre Freynet. "Keynote Address" (Robert Suvaal) discusses five items a prison educator must deal with: philosophy, position of education in prison and policy aiming at the best possible opportunities for education in prison, profile of the teacher, practice, and Prison Education Networks and Prison Cooperations. Summaries follow of three group discussions on issues raised by the keynote address. "Basic Education and Literacy in the Dutch Penal Institutions" gives an insight into prison education in the Netherlands by pointing out trends and pressure points. "Looking at Literacy and Adult Basic Education in Republic of Ireland: Working in Prisons" (Pam Lorenz) compares literacy provision in Ireland with that in its prisons. "Adult Basic Education in Prison" (Pere Diaz et al.) describes education in Spain's two penal administrative systems--Catalonia and the rest of Spain. "The Council of Europe Report 'Education in Prison'" (Kevin Warner) discusses what the report is, its underlying principles, and what it says about literacy and adult basic education. "Basic Education in Prisons in France" (D. Armengaud) considers characteristics of the prison population, objectives, resources, and methodology. "Structured Rehabilitation Project: Nantes Detention Centre, France" describes guidelines, staff, teaching methods, and project outline. "Literacy in Irish Prisons--A Broad Curriculum" (Catherine O'Flaherty) provides a general overview from a teacher's perspective. "Literacy through Literature" (Peter Budweg, Marie-Therese Schins) covers the creation of a reading club and literature as a medium in socio-educational intervention in Germany. Three papers describe programs in Belgium, England, and Ireland: "Writing Workshops: Funoc, Belgium"; "Open Learning Project Held at H.M. Prison Wakefield" (Lesley Taylor); and "Making Literacy Active--A Summary Workshop, Irish Prison Education Service" (Betty Cleary, Bernadette Sproule). "Beyond the Prison Walls" (Henning Jorgensen) talks about adult education and prison walls in Denmark. "Basic Education in Prisons: A New Research Project" (Peter Sutton) is an invitation to participate in a major UNESCO Institute for Education international investigation into basic education in prisons. (YLB)

ED 407 491 CE 073 858

Help Wanted: The IT Workforce Gap at the Dawn of a New Century.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Corporate Education; *Educational Needs; Employer Attitudes; *Employment Opportunities; *Employment Qualifications; *Information Technology; Job Training; *Labor Needs; *Labor Supply; National Surveys; Recruitment; Skilled Occupations
IDENTIFIERS- Employer Surveys

in a study. Three groups of programs were identified: those extending over an integral part of the whole educational sector (the vocational programs/streams in Norway's and Sweden's comprehensive school systems); those referring to individual courses/qualifications (France's Baccalaureat, England's General National Vocational Qualifications, the long courses of the Netherlands' senior secondary vocational education); and those representing pilot projects within the established systems of vocational education/training (Germany). Although all programs allowed for a dual orientation, they differed in the relative weight attributed to either employment or higher education. Most programs (in England, Germany, the Netherlands, Norway, and Sweden) were part of the initial vocational training provided at the upper secondary level for 16-19 year olds. The following general integration strategies were recommended: separate general/theoretical subjects; vocational application of general/theoretical subjects; education and training related to transferrable skills; and action-oriented education and training (projects). (Sixteen figures are included. Appended are the following: a list of abbreviations; titles of the national case studies; information about the study's study authors and partner institutions; and a project outline.) (MN)

ED 407 509 CE 073 908

Parent Involvement in School-to-Work. Resource Bulletin.
PUB DATE- Feb 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Counseling; Counselor Role; *Education Work Relationship; High Schools; *Parent Participation; *Parent Role; *Parent School Relationship; *Parents as Teachers; School Business Relationship; *Teacher Role

Parents are the most important influence on students and can be a major help in school-to-work programs. Because school-to-work is a new national initiative, however, parents may have limited understanding of the opportunities these systems provide. In national surveys, parents report that they want more information about how to become involved in their children's career planning. National and local programs are thus trying to connect parents to resources that help them to understand the opportunities and teach them how to help their children to develop the attitudes and skills needed to succeed in work. Teachers play a pivotal role in establishing and maintaining parent involvement efforts. A strong relationship with a career counselor at the school can also help students to reach their educational goals and to involve parents in helping in the process. Some school-to-work programs involve parents in creating individual occupational plans, similar to the Individual Education Plans developed for students with disabilities. Once parents receive information about school-to-work programs and ideas for working with their children, they often become advocates for the program in their communities. (Short descriptions of effective parent involvement practices in school-to-work programs in three school districts are included in the report. Contains five references and descriptions of six organizations.) (KC)

ED 407 510 CE 073 909

School-to-Work Opportunities for Native American Youth. Resource summer youth employment and training programs, contain examples of effective practices in the area of linking school-to-work and work force development. (Contains an annotated list of seven resource organizations to contact for further assistance and seven references.) (MN)

ED 407 530 CE 073 929

School-to-Work in Elementary Schools. Resource Bulletin.
PUB DATE- Jan 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Basic Skills; *Career Education; *Career Exploration; *Education Work Relationship; *Educational Practices; Elementary Education; *Nonprofit Organizations; Skill Development; Systems Approach

The model school-to-work system creates a foundation in the early grades and continues to build until students complete their studies. In the elementary grades, the major components of students' school-to-work education are career awareness and developing basic skills. Developing career awareness includes creating an environment where students see connections between school and the real world. Skills building incorporates not only the basic academic skills but also thinking skills and personal qualities that will be applicable for success in the workplace. Teachers can help students make the connection between academic skills and their future by ensuring that lessons have some relation to the real world. Elementary school can also be the appropriate time to introduce students to jobs that may not be traditional for their gender, race, or ethnicity. Some schools establish schoolwide programs/classrooms modeling the "real world." It is important that elementary school subjects include the instruction required for students to develop the basic skills, thinking skills, and personal qualities needed for solid job performance. Norland Elementary in Dade County, Florida, and Thoreau Elementary in Milwaukee, Wisconsin, have effective school-to-work programs. Contains 10 references and an annotated list of 6 resource organizations to contact for further assistance. (MN)

ED 407 531 CE 073 930

Student Assessment in School-to-Work Systems. Resource Bulletin.
PUB DATE- Feb 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Annotated Bibliographies; *Education Work Relationship; Educational Practices; Employment Qualifications; *Evaluation Methods; Job Skills; Nonprofit Organizations; *Performance Based Assessment; Secondary Education; *Student Evaluation; *Systems Approach; *Vocational Education

Assessing the impact of participation in school-to-work systems on student performance allows practitioners to determine whether their system is providing young people with the skills required for academic and lifelong success. School-to-work assessment systems focus on three key areas: academic, broad workplace, and specific occupational skills. Development of effective student assessment mechanisms requires strong

Reprints and Miniprints No. 852.
PUB DATE- 95
NOTE- 17p.; Reprinted from "Uniqueness in Unity: The Significance of Cultural Identity in European Cooperation. SIETAR Europa 1995 Proceedings," pp. 76-88.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Attitudes; *Adult Education; Cultural Differences; Foreign Countries; Foreign Nationals; Immigrants; *Political Attitudes; Racial Attitudes; Racial Differences; *Refugees; *Second Language Learning; *Social Discrimination; *Teacher Attitudes
IDENTIFIERS- Bosnians; *Sweden

Experiences of Bosnian adult refugees within the Swedish educational system raise questions of diversity and indications of institutionalized discrimination. Approaches to diversity within the education system reflect those approaches within the social system of the nation. Sweden is presently moving toward a uniform and more restrictive European refugee policy. The reorganization of the Swedish education system has involved an ideological shift toward teacher efficiency, internationalization, democratization, and student orientation. Many teachers are finding themselves caught between mixed loyalties to their peer group or organization and student expectations and needs. The symbol of Janus has been used to represent the identification and manifestation of minority cultures in Sweden where some believe minority culture must be controlled by institutionalized authoritarian means. The adult education system is one of many institutionalized instruments of control of marginalized groups within society. Swedish language teachers who stress the absolute necessity of being able to write and speak fluent Swedish may not be aware of how their teaching may be perceived as assertions of power and control by refugee students. Language is a central component of the idea of diversity. The position is taken that those who persist through pedagogical practice in emphasizing the passive consumption of knowledge and skills are expediting institutionalized discrimination. (Contains 33 references) (YLB)

ED 407 550 CE 073 980

Kirk, John
Home-Made Breads and Home-Baked Breads for Busy People.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cooking Instruction; Daily Living Skills; Foods Instruction; *Home Economics; *Literacy Education; *Nutrition Instruction; Teaching Guides
IDENTIFIERS- *Breads

This packet contains two lesson plans for a class on making bread to be taught in an adult literacy program. Developed by a teacher who has taught the classes to 175 people, the lesson plans each contain complete directions for working with students while baking bread. One lesson plan is for experienced home bakers, and the other is a simpler version written at an easy reading level. Both lesson plans include class outlines for the teacher and for the students, recipes, lists of supplies needed, step-by-step instructions for conducting the

Paradise, Gold Coast, Australia, May 2-4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Educational Change; *Educational Environment; Elementary Secondary Education; Employment Potential; Foreign Countries; *Interpersonal Competence; *Job Skills; *Labor Force Development; *Outcomes of Education; Parent School Relationship; Personality Traits; School Business Relationship; School Community Relationship
IDENTIFIERS- *Australia

Although students need to be competent in a wide range of work knowledge, skills, and abilities, they also need to be "capable" human beings to take their place as contributors to the Australian community. Capability has been described as having confidence in one's ability to acquire and apply knowledge, new skills, and understanding, with courage, creativity, intuition, and imagination. The responsibility for education lies with all levels of education, parents, and businesses. Education and training is merely one way of structuring time for young people. They also need ongoing training for living, such as preparation for family life, social life, and community life. Students must be prepared for community roles and roles in society and have professional, personal, and social skills to generate an income in the virtual world of work. Goleman's (1996) work on emotional intelligence highlights the need for a reemphasis on emotional and social skills in the schools and gives the performance criteria against which their attainment can be measured. For the current educational institutions to achieve all of these aims, the environment of teaching and learning has to adopt the approach of the learning organization, an interactive system that obtains ongoing feedback from its stakeholders and adjusts its way of operating to fulfill its mission--the education and training of people in Australia. (Contains 38 references.) (YLB)

ED 407 570 CE 074 003

Millan, Jaime; And Others
Analysis of Chilean Forestry Occupations: An International Partnership Model.
PUB DATE- Dec 96
NOTE- 17p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Continuing Education; *Curriculum Development; *Economic Development; Foreign Countries; *Forestry; Forestry Occupations; *International Educational Exchange; International Trade; Job Skills; Job Training; *Labor Force Development; *Lumber Industry; Management Development; Postsecondary Education; Productivity
IDENTIFIERS- *Chile

Chile lacks a sufficiently trained work force of forestry professionals to support the economic growth. Chile's basic economic comparative advantages have been availability and low cost of land, high growth speed of species used in plantations, and a low-cost labor force. Economic development has brought a rise in labor costs and consequently a loss of basic competitive advantage. The only way to maintain the forestry sector's competitiveness is to raise its productivity. The

SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Comparative Analysis; *Competence; *Competency Based Education; *Employment Qualifications; Foreign Countries; *Vocational Education
IDENTIFIERS- *Australia; Canada; Germany; *New Zealand; United Kingdom; United States

The skills and competencies considered key to participation in Australia's society and work force and the process used to identify them were examined against the backdrop of the development of New Zealand's essential skills and generic competency developments in England and Wales, Scotland, the United States, Canada, and Germany. It was concluded that most countries' lists of generic/essential skills and competencies are similar and cover the following areas: communication; collecting, analyzing, and organizing information; planning/organization; interpersonal and social skills; numeracy; problem solving; and technological skills. The Australian key competency "cultural understandings" proved unique inasmuch as no other country has specifically developed cultural understanding as a generic skill in its own right. However, Australia's list of key competencies had no equivalent of the United Kingdom's "modern foreign language" core or New Zealand's "physical skills" essential skill. As in the United Kingdom, the development of attitudes and values as a key competency was advocated strongly by industry but rejected by the committee responsible for developing standards. Differences were found in the way individual countries define generic competencies, the number of performance levels at which competencies are defined, and the degree to which individual skills are considered generic. (Contains 37 references.) (MN)

ED 407 588   CE 074 044

Thomson, Peter; And Others
The Grade Debate. Should We Grade Competency-Based Assessment?
PUB DATE- 96
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competency Based Education; Employer Attitudes; Foreign Countries; *Grading; Postsecondary Education; *Student Evaluation; *Vocational Education
IDENTIFIERS- *Competency Based Assessment; *TAFE (Australia)

The extent of and attitudes toward competency-based assessment in Australia's technical and further education (TAFE) sector were examined in a five-phase study that included the following activities: preliminary literature review and structured interviews with individuals/groups selected for their expertise in training in public and private organizations and workplaces; case studies of grading competency-based assessments in the Australian defense organization, the accounting industry, the tourism/hospitality industry, a science laboratory technician course, and the electrical industry; and invitational seminar of assessment experts and policymakers from all sectors. The subject of this report is the practice of "grading" or assessing and reporting levels of performance in competency-based vocational education and training. The report examines

NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Programs; *Family Programs; Program Effectiveness; *Program Implementation; Questionnaires; *State Programs; Statewide Planning; Tables (Data); *Transitional Programs; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Florida; *Welfare to Work Programs

Florida's Family Transition Program (FTP) combines a welfare time limit of 24-36 months with services, requirements, and financial incentives designed to help welfare recipients find and hold jobs. Aid to Families with Dependent Children (AFDC) applicants who were not incapacitated, disabled, or otherwise exempt from the FTP program were randomly assigned to the FTP and control groups. The FTP's impacts from the time of its enactment in early 1994 through July 1996 were examined by reviewing data from the following sources: periodic visits to FTP service centers; surveys of all FTP, AFDC, and Florida's Project Independence staff; surveys of FTP and control group members; and reviews of computerized records of monthly AFDC and Food Stamp payments in Florida and casefile data. It was concluded that the FTP has generated modest increases in employment and earnings among participants, helped generate an increase in family income without raising welfare spending, and reduced spending on Food Stamps. A multistep process was established to review the cases of the few FTP participants who had reached their benefits time limit. (Appended are supplemental tables and figures and the items used to create scales for staff survey responses. Thirty-three tables/figures and 11 references are included.) (MN)

ED 407 607 CE 074 088

OSHA Three Booklets.
PUB DATE- 96
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agency Role; Compliance (Legal); Employer Employee Relationship; Environmental Standards; Evaluation Methods; Federal Legislation; *Federal Regulation; *Inspection; Labor Legislation; *Labor Standards; Legal Responsibility; *Occupational Safety and Health; *Public Agencies; Recordkeeping; Safety Education; Services; State Programs; Work Environment
IDENTIFIERS- Occupational Safety and Health Act 1970; *Occupational Safety and Health Administration

This document consists of three separate booklets designed to educate the public and users about the Occupational Safety and Health Administration (OSHA). The 54-page "All about OSHA" is intended to provide a nonexhaustive overview of OSHA services. The following topics are discussed: the need for occupational safety and health legislation; OSHA's purpose; the Occupational Safety and Health Act's provisions regarding federal employees and state/local governments; standards (sources of copies, standards development, standards adoption, emergency temporary standards, appeals of standards, variances, public petitions); recordkeeping/reporting (injury and illness records and recordkeeping variances); employer responsibilities for keeping employees informed; workplace inspection (authority to inspect, inspection priorities, inspection process); citations and

NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Counseling Effectiveness; Counseling Psychology; *Counseling Techniques; *Counseling Theories; Counselor Training; Foreign Countries; *Philosophy; Psychotherapy
IDENTIFIERS- Philosophic Mindedness; *Philosophical Psychology; Self Awareness; Wisdom

The discipline of philosophical counseling is a relatively young field. The nature of philosophical counseling, and the search for wisdom on which it is based, is explored here. Philosophical counseling is a process, based on philosophizing, in which the counselor aids the counselee in a personal journey directed at education and wisdom. Such a search for wisdom is particularly important as traditional frameworks of values and meanings are collapsing, a condition which is usually associated with the postmodern world. Philosophical counseling, therefore, in its search for wisdom, is fundamentally different from traditional forms of psychotherapy. While other techniques of psychotherapy focus on uncovering and modifying psychic elements in the person, philosophical counseling focuses on the encounter between the person and the realities that extend beyond him or her, a search for the foundations of human reality which are manifested through explorations of networks of basic ideas. Such an approach avoids society's tendency to overemphasize the psychological perspective to the neglect of other perspectives, allowing a person to rise beyond self-centered concerns and specific interests. A case study is presented to illustrate how philosophical counseling can be used in a therapy session. (RJM)

ED 407 626 CG 027 706

Brown, Nina W.
Teaching Group Work on Teletechnet.
PUB DATE- Aug 96
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; Counselor Educators; *Counselor Training; *Course Organization; Curriculum Development; *Educational Innovation; Educational Technology; *Educational Television; *Group Instruction; Higher Education; Teaching Methods; Undergraduate Study
IDENTIFIERS- Television Access

Many undergraduate courses can be easily modified for televised instruction. However, courses such as group work require weekly writing, have major expectations of practice, and necessitate immediate feedback, and so need considerable revamping for televised instruction. Ways to achieve this modification are covered here. The first consideration is to identify the course components that would easily transfer to televised instruction. Components that transfer easily to video instruction are

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Children; *Coping; Intermediate Grades; Program Guides; Secondary Education; Self Management; *Stress Management; *Stress Variables; *Student Problems; *Youth Problems
IDENTIFIERS- Stress (Biological); *Stress Resistance

Today's teens are dealing with an increasing amount of stress, but they have developed few positive stress management skills. Strategies that students can use to deal with their daily stressors are covered in this manual, which was designed as a companion volume to a teen stress video. The material here addresses many of the issues faced during adolescence, and is designed to be used with teens of various ethnic backgrounds, although it primarily targets the needs of African American teens. The challenges covered here include AIDS, drugs and alcohol, violence, peer pressure, materialism, and family pressure. These issues are presented in the video in brief scenarios, each of which presents a problem and offers several solutions. The manual serves as a facilitator's guide and fosters a more comprehensive learning experience. Section 1 contains descriptions of the video scenarios and provides discussion questions. Section 2 consists of a stress-control workbook for students in grades 6-12. The workbook features 20 lessons on stress, with such topics as problem solving and signs of stress, and each lesson provides various activities, role plays, exercises, checklists, and other materials for students to complete. Section 3 contains an annotated list of resources. (RJM)

ED 407 646 CG 027 745

Trotter, Jennie C.
Stress Education Curriculum: Grades 6-12, Middle and High School Levels. Revised Fourth Edition.
PUB DATE- 92
NOTE- 132p.; For related documents, see CG 027 743-745.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coping; Curriculum Guides; Elementary School Students; High School Students; Intermediate Grades; Junior High School Students; Middle Schools; Secondary Education; *Self Evaluation (Individuals); *Stress Management; Stress Variables; Teaching Guides
IDENTIFIERS- *Middle School Students; *Stress (Biological); *Stress Resistance

Everyone experiences stress; there is no escaping it. This manual is concerned with teaching young people various positive coping skills to help them handle stress in their lives. It is designed to help professionals such as teachers, nurses, school counselors, and youth recreational leaders teach students lessons on stress management. It is expected that the student will learn to recognize stress and handle it in a positive way through self-understanding. Some physical stress-reduction techniques, such as yoga, massage, pressure points, and biofeedback are introduced. The activities and exercises are designed to be experienced in group settings, although some exercises are intended to be completed individually. The stress management curriculum is presented in 20 lessons. A resources section contains lists of 42 print references, 7 tapes, 5 visual aids, and 11 albums and tapes. An order form is included for products of the wholistic Stress Control Institute. (SLD)

Ontell, Val
Science Fiction: Popular Culture as Reading and Learning Motivation.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Joint Popular Culture Association/American Culture Association Meetings (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Critical Thinking; Elementary Secondary Education; Films; *Learning Motivation; Library Role; Literature Appreciation; Popular Culture; Reading Interests; *Reading Motivation; *Science Fiction; *Student Motivation; Television
IDENTIFIERS- *Thinking Across the Curriculum

Tools for teaching students how to question intelligently are badly needed. Science fiction provides many such tools in a variety of subjects by stimulating the imagination and thus motivating students to learn. Such vehicles are available at all grade levels. From Mark Twain and H.G. Wells to Anne McCaffrey and Isaac Asimov, novels and short stories provide the grist for discussion in such subjects as psychology, history, sociology, anthropology, English composition, and science. Genre films and television shows can also be used to provide reading motivation and subject area content. This paper provides examples of how librarians and teachers can use a wide range of science fiction materials as teaching aids. (Contains a 110-item list of individual works, literature series, individual films, and television series cited.) (Author/RS)

ED 407 667 CS 012 826

Parrila, R. K.; Das, J. P.
Cognitive Profiles and Early Reading Remediation of At-Risk Elementary School Students.
PUB DATE- 12 Aug 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 11-15, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; Decoding (Reading); *Early Intervention; Grade 1; *High Risk Students; *Instructional Effectiveness; Primary Education; *Reading Difficulties; Reading Improvement; Reading Research; *Reading Skills; *Remedial Reading; Word Recognition

Sixty-one grade 1 students experiencing early reading difficulties received either a cognitive remediation program (PREP; PASS Remediation Program) designed to facilitate successive and simultaneous processing skills, or a meaning-based language enrichment program designed to provide children with meaningful experiences in reading. Repeated measures analysis of variance showed that both groups improved their word recognition and decoding skills. Moreover, "time by group" interaction was significant for the word decoding task, indicating that the PREP group gained significantly more than the meaning-based group. Cluster analysis with planning, attention, simultaneous processing, successive processing, and phonological coding tasks as independent variables indicated survey. (NKA)

ED 407 686 CS 215 857

Boostrom, Robert
"Unsafe Spaces": Reflections on a Specimen of Educational Jargon.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; Community Attitudes; *Diversity (Student); Elementary Secondary Education; *Jargon; *Language Role; *Language Usage; Metaphors; Mutual Intelligibility; Student Needs
IDENTIFIERS- *Educational Issues; *Educators; Private Language

According to this paper, the biggest hazard of a private language (or professional jargon) may not be that it obscures efforts to communicate with those outside the business, but rather that it successfully communicates ideas never intended. The paper explores one bit of "educationese"--"safe space" or "safe place"--and reflects on what language may be saying about educators and about their conceptions of work. Using a framework of personal narrative and analysis, the paper speaks to the issue of how language creates and disrupts communities. The paper continues with an analysis of four examples of talk about "safe space" drawn from curriculum theory and teacher research--these examples reveal that safe space is an emerging metaphor for classroom life, according to which: (1) each person is isolated, (2) this isolation is both physical and psychic, (3) each person can become less isolated by expressing his/her diverse individuality, and (4) students thrive in a classroom in which individuality is freely expressed. The final section of the paper looks at the implications of the metaphor of "safe space" and finds that although the metaphor offers a hopeful response to pervasive concerns about individual isolation in an increasingly stressful world it also unintentionally provides ammunition for those who charge that schools are intellectual wastelands which must be returned to the primary mission of transmitting facts. Contains eight references. (NKA)

ED 407 687 CS 215 863

Foster, Herbert L.
Ebonics, Standard English, and Teacher Expectations.
PUB DATE- Jan 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Dialects; *Black Students; Elementary Secondary Education; *English Instruction; Learning; Racial Bias; Social Class; *Standard Spoken Usage; Student Behavior; Teacher Behavior; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- African Americans

This paper, the personal recollections of an experienced New York City public school teacher and emeritus professor of education,

PUB DATE- May 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Dropouts; *High Risk Students; High Schools; Potential Dropouts; *School Culture; School Effectiveness; Special Needs Students; Student Attrition
IDENTIFIERS- *Oregon

Oregon's annual dropout rate increased from 6 percent in the 1992-93 school year to 7.4 percent in the 1994-95 school year. Some schools, however, managed to reduce their dropout rate. This report explores the strategies that worked for 15 Oregon high schools that reduced their dropout rate. Interviews were conducted with representatives of Oregon high schools that had reduced their dropout rate by 1.5 percent or more during the period from 1993-94 to 1994-95. The sample included 13 principals, 1 assistant principal, 2 teachers, 3 counselors, and 1 director of instruction. A portrait of each high school reveals its programs and other efforts on behalf of at-risk youth. Most schools with effective programs for assisting at-risk youth had two things in common: the school culture functioned as both a positive, supportive community and a "high-reliability" organization (Rossi and Stringfield 1995). (LMI)

ED 407 707 EA 028 330

Klicka, Christopher J.
Home Schooling in the United States: A Legal Analysis. Revised Edition.
PUB DATE- Jan 97
NOTE- 63p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Educational Legislation; Elementary Secondary Education; *Home Schooling; Nontraditional Education; Parents As Teachers; Private Education; *School Attendance Legislation; *School Law; *State Regulation

This document summarizes home-school laws in each of the 50 states. The first part highlights features of state statutes. By 1997, 35 states had adopted home-school statutes or regulations. Forty-one states did not require home-schooling parents to have any specific qualifications. The second part provides profiles of each of the 50 state's home-school legislation. An appendix offers statistics on academic performance derived from independent studies, state departments of education data, and local school district data. (Contains 24 end notes.) (LMI)

ED 407 708 EA 028 332

Mintrom, Michael; Vergari, Sandra
Political Factors Shaping Charter School Laws.
PUB DATE- Mar 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

International Congress for School Effectiveness and Improvement (10th, Memphis, TN, January 5-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Class Size; Educational Principles; Elementary Secondary Education; *Foundations of Education; Higher Education; *Professional Development; Professors; *Standards; Teacher Student Ratio; *Theory Practice Relationship
IDENTIFIERS- *Student Teacher Achievement Ratio Project TN

Some of the concern about educators' failures to build a strong educational foundation revolves around the idea of "professional" and its relationship to the concept of "malpractice." Educators usually claim that education is a profession of practice and thus ought to embody at least a generalized statement about professional ethics and behavior. However, much of education's rush to "world class" status is not built on reasonable research results, even as researchers and others continue to seek new research bases for education improvement. There are several ways to begin improving the current education system: (1) borrow ideas and innovations from other disciplines; (2) incorporate research results from education and other closely related fields; or (3) combine the first two approaches to improve the structure of education through borrowed innovations and also improve the internal mechanisms and technical core of education by incorporating research results from education and education-related disciplines. The paper focuses on the third option, identifying both externally and internally feasible ideas for improving professional practice. The paper also discusses the professor's role with a focus on the relationship between educational scholarship and practice. A description of Project STAR, a research-supported school-improvement effort that explored the effects of small class size on academic achievement in grades K-3 concludes the paper. The STAR data have potential for building a solid foundation for reinventing education. Improvement will be impeded if educators do not employ research results, evaluate various applications, and apply advances in the knowledge base. One table is included. Appendices contain information on the practitioner as professional educator, Getzels' (1979, 1985) problem categories, and one figure. (Contains 30 references.) (LMI)

ED 407 726 EA 028 355

Coutts, Douglas; And Others
Measuring the Degree of Success in Improving School Climate in Schools with New Principals.
PUB DATE- Feb 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of School Administrators (129th, Orlando, FL, February 14-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Educational Environment; Elementary Secondary Education; *Organizational Climate; *Principals; *School Culture

A new principal frequently has a great impact on the school climate. This paper presents findings of a study that examined framework consisted of the following from change models: the concerns-based adoption model, the diffusion model, the reCreate model, and the Accelerated Schools model. A survey of 280 public high school principals in Colorado elicited a 65 percent response rate. Interviews were also conducted with three suburban, three urban, and three rural principals. The eight process elements that principals said they most frequently used did not match any of the change models in the research framework. Principals rated two items as the most important and the most likely to be used: "identify the problem" and "communicate the need for change to stakeholders." They reported that they rarely used research-supported strategies, pilot programs, and outside consultants. The results suggest a tenuous link between theory and practice due to principals' views of their responsibilities and the unique nature of their individual schools. Two tables are included. (Contains 30 references.) (LMI)

ED 407 743   EA 028 373

Bringing It All Together for Children in Public Schools: North Carolina.
PUB DATE- Feb 97
NOTE- 25p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Educational Assessment; Educational Environment; *Educational Improvement; Elementary Secondary Education; Partnerships in Education; *Public Schools; *School Safety; Staff Development; *State Standards; Statewide Planning
IDENTIFIERS- *North Carolina

In 1996 North Carolinians approved the largest bond issue in the state's history, thus sending a message of support for public schools. The next step is to make sure that the quality of instruction in North Carolina schools matches the new facilities approved by over 70 percent of the state's voters. This report outlines the steps needed to build world-class schools in North Carolina that advance the priorities established by the State Board of Education. The report was developed by the School Improvement Panel, which was appointed by the Governor and the State Superintendent of Public Instruction. The goals of the plan are to: (1) coordinate initiatives, programs, and assessments into a unified system; (2) provide educators with the tools and time needed to achieve high standards; and (3) create partnerships for safe schools and high standards. Four initiatives provide the cornerstones of the foundation. The report delineates recommended strategies to achieve each of the three goals in the School Improvement Panel's plan. Foremost among them is the State Board of Education's ABC's Plan that provides the framework for recommendations that follow. The ABC's Plan is based on the principles of holding schools accountable, focusing on the basics, and returning control to local level. The other three initiatives include the North Carolina Education Standards and Accountability Commission, the Commission on Workforce Preparedness, and the School-Based Management Task Force. (LMI)

ED 407 744   EA 028 374

Ovando, Martha N.; Alford, Betty J.
Creating a Culture of Detracking in a Learner-Centered School:

worked are also described. Appendices include biographies of NCD members and staff, a listing of NCD publications, and the NCD mission statement. (CR)

ED 407 761 EC 305 460

Keller, Angela; And Others
Keeping Children at Home: New York's Home and Community Based Services Waiver.
PUB DATE- Feb 97
NOTE- 8p.; Paper presented at the Annual Conference of the Research and Training Center for Children's Mental Health (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Cost Effectiveness; *Eligibility; *Emotional Disturbances; Family Income; Family Programs; *Federal Legislation; *Home Programs; *Respite Care; Services; State Programs
IDENTIFIERS- Medicaid; *New York; Social Security Act; *Waivers

This report describes the Home and Community Based Services (HCBS) Waiver to section 1915 (c) of the Federal Social Security Act that was obtained by the New York State Office of Mental Health. The HCBS Waiver affects the services provided to children and adolescents with serious emotional disturbances. Three statutory requirements are included in the HCBS Waiver: (1) the statewide and comparability requirements were waived to allow the implementation of the HCBS Waiver on a demonstration basis in seven counties and the five boroughs of New York City; (2) the requirements relating to amount, duration, and scope of services were waived which makes it possible to offer six new Medicaid services (individualized care coordination, respite care, skill building services, intensive in-home services, crisis response services, and family support services) in addition to existing Medicaid services; and (3) a requirement relating to the parental deeming rule was waived, which allows the parents' income and resources not to be considered when determining a child's eligibility for Medicaid. The report outlines the goals of the HCBS Waiver, the target population, the local infrastructure in each waiver site, and the HCBS Waiver services. A cost evaluation is also provided. (CR)

ED 407 762 EC 305 480

Canfield, Helen; Locke, Peggy
A Book of Possibilities: Activities Using Simple Technology. Academic Collection.
PUB DATE- 96
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (For Disabled); *Electric Circuits; Elementary Education; *Inclusive Schools; Language Arts; Lesson Plans; Mainstreaming; Mathematics Instruction; Reading Instruction; Science Instruction; *Severe Disabilities; Social Studies; Spelling; *Student Participation

more equitable, and better able to meet the needs of all students. Chapters address the topics of: (1) special education costs in Vermont and how Vermont compares with other states; (2) factors associated with high spending in special education and what other factors may be impacting special education costs; (3) extraordinary reimbursements, why there are major differences in the amount of extraordinary reimbursements that districts receive, and why extraordinary reimbursements increased so dramatically; and (4) information that is available on outcomes for students with disabilities. The review indicates that spending levels in special education vary among school districts as dramatically as spending in general education, and that state funding and policies have a significant impact on special education spending and local attitudes toward special education. Remaining questions covering equity, need, results, and funding conclude the chapter. Appendices include a glossary, a list of 1995 per-pupil costs by local education agency (LEA), and summary charts of special education costs by LEA, costs compared to special education placements, and educational outcomes correlations. Data collection forms are appended. (CR)

ED 407 780 EC 305 536

Emanuelsson, Ingemar; Sonnander, Karin
Mildly Mentally Retarded Pupils in the Ordinary Swedish School: Prevalence and School Career (In Two Cohort Samples).
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Disability Identification; Elementary Education; Foreign Countries; Grade 3; Grade 6; Incidence; *Inclusive Schools; *Labeling (of Persons); Longitudinal Studies; Mainstreaming; Mathematics Skills; *Mild Mental Retardation; *Performance Factors; Remedial Instruction; Self Concept
IDENTIFIERS- Sweden

The paper discusses the results of a longitudinal study, conducted in Swedish public schools, of children in the sixth grade in 1979-80 (n=116) and children in the third grade in 1981-82 (n=123) with mild mental retardation who had not been labeled. The study replicates an earlier study on the incidence of mild mental retardation which was conducted to evaluate the ability of the Swedish educational system to provide everyone with equal opportunities for an equivalent education. The paper explains the eligibility of Swedish students who are not administratively classified as having mental retardation for needed services and for regular schools to provide these services with regular education resources. Results of the study found an incidence rate for mild mental retardation of 1.45 percent in the sixth grade sample and 1.56 percent in the third grade sample. Comparisons are made between the students with mild mental retardation and students without disabilities in the areas of grades, results on mathematics tests, remedial education services, and feelings about school. The effects of the children not being labeled as having mental retardation are assessed and the need for labeling and segregation of children with mild mental retardation is questioned. (Contains 22 teaching reading and writing through word families; and (29) using augmentative and alternative communication during storybook interactions. Most papers contain references. Includes a publications list for the Center for Literacy and Disability Studies. (CR)

ED 407 798   EC 305 557

Walker, Hill M.; And Others
First Steps: An Early Intervention Program for Antisocial Kindergartners. Overview.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 26p.; For related modules, see EC 305 558-560.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Antisocial Behavior; *Behavior Modification; Behavior Problems; Disability Identification; *Early Intervention; Educational Strategies; *High Risk Students; Interpersonal Competence; Kindergarten Children; Learning Modules; *Parent Participation; Peer Relationship; Primary Education; Program Development; Program Effectiveness; Screening Tests; Student Evaluation
IDENTIFIERS- *Social Skills Training

This report describes an early intervention program for at-risk kindergartners who show the early signs of antisocial behavior patterns. The "First Steps" program consists of three modules that are designed to be used in concert with each other. These modules are: (1) a universal screening procedure that affords each kindergarten child an equal chance to be evaluated and identified for the problem of antisocial behavior; (2) a school intervention that involves the target child, peers, and teachers to teach an adaptive, prosocial pattern of school behavior; and (3) a home intervention component that instructs parents in skills for improving their child's school adjustment and performance. The two primary goals of the program are to teach the at-risk child to get along with others and to engage in school work in an appropriate manner. This report describes the program's modules, the development and evaluation of First Steps, the roles of participants (teachers, parents, children), implementation issues, and training of program consultants. Barriers to effective implementation of the program are also discussed, including resistance to the program's adoption, reluctance to proactively screen children, philosophical objections to direct behavioral interventions, non-traditional kindergarten class schedules, and lack of parental support. (Contains 18 references.) (CR)

ED 407 799   EC 305 558

Walker, Hill; Stiller, Bruce
First Steps Screening Module: Procedures for Screening and Identifying At-Risk Kindergartners.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 13p.; For related modules, see EC 305 557 and EC 305 559-560.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

completed a combined Academic Attributional Style and Coping with Academic Failures Questionnaire. Participants were told to imagine themselves in each of 12 scenarios and to identify one major reason or cause for their active or passive response to the situation, then to answer three questions about their response and a behavioral question concerning the scenario. Results found that the students with LD and/or ADHD who demonstrated a negative attributional style (internal, stable, and global causes) for aversive events performed at a lower level academically than students with a more positive attributional style (external, unstable, and specific causes). The attribution the students made to failure significantly correlated with grade point average. The paper discusses Seligman's reformulated model of learned helplessness and indicates the research showed learned helplessness played a substantial role in the academic functioning of the students. Recommendations are made for environmental changes to reduce the effects of learned helplessness. (Contains 20 references.) (CR)

ED 407 816 EC 305 576

Inclusion: A Right, Not a Privilege.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Court Litigation; *Day Care Centers; *Disabilities; *Early Childhood Education; *Federal Legislation; *Inclusive Schools; Information Sources; *Parent Participation; Parent School Relationship; Preschool Education; Program Effectiveness
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This resource guide contains information to help parents find community early childhood programs that meet the needs of children with disabilities. The guide reviews parents' legal rights, legal entitlements that support parents' efforts to have children with disabilities included in community programs, and resources available to make community early childhood programs inclusive. The guide also provides information on the various opportunities children with disabilities have to receive quality services and supports. An introduction describes various relevant terms and lists the values reflected by the Early Childhood Community Inclusion Project's resource guide for children with disabilities and their families. Chapters address the following topics: (1) the definition of inclusion; (2) federal legislation provisions relating to including young children with disabilities (reviews provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act) and judicial decisions that support inclusion; (3) the characteristics of effective inclusive programs; and (4) steps that parents can take to bring about inclusion. Appendices include a list of disability/advocacy organizations, an early childhood community program inventory for families to evaluate programs, and inclusion resources. (Contains 29 references.) (CR)

PUB DATE- Sep 95
NOTE- 20p.; Paper presented at the Annual Congress of the Applied Linguistics Association of Australia (20th, Canberra, Austrailian Capital Territory, Australia, September 26-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; *Code Switching (Language); English (Second Language); Foreign Countries; Higher Education; *Interpretive Skills; *Language Attitudes; Language Patterns; Language Research; *Language Role; Language Usage; Spanish Speaking; Translation; Undergraduate Students
IDENTIFIERS- Australia

A study investigated the attitudes of bilinguals toward each language and toward language mixing (codeswitching), expressions of identity, and how this relates to linguistic behavior. Subjects were 15 undergraduate students of Spanish-English interpreting and translation at an Australian university whose age (19-53), language proficiency, and years of residence in Australia varied. All were of Spanish-speaking background and had tested at a required level of bilingualism but were categorized as low, medium, or high bilingual. Data were gathered in structured interviews. Subjects were told to use either language as they felt most comfortable. Instances of codeswitching were analyzed for syntactic function in the utterance, intra- or intersentential nature, and features preceding and following the instances. Fillers, idiomatic expressions, and tags were coded. Results are reported, with quotations, in the areas of language attitudes, identity problems encountered in association with bilingualism, and patterns in syntactic categories of codeswitching. Results indicate most respondents were prejudiced against codeswitching and consciously avoided it in speech in any context. While they acknowledged a tendency to codeswitch, they also viewed it as a deficiency related to bilingualism. However, the more balanced the level of bilingualism, the more frequent and complicated the codeswitching behavior. Contains 29 references. (MSE)

ED 407 837 FL 024 497

Foster, Rosemary
The "Successful" Bilingual Senior High School Student.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Bilingual Students; Bilingualism; Case Studies; Foreign Countries; *French; High School Students; High Schools; *Immersion Programs; Interviews; Language of Instruction; *Second Languages; Student Attitudes; Student Experience
IDENTIFIERS- Canada; French Language Schools

A 1992 Canadian study and 1994 followup investigated the high school experience of six Anglophone French immersion students who participated in a pilot program in French immersion in elementary and junior high school and continued immersion study in high school. Data were gathered during the students' tenth grade, primarily in semi-structured interviews with students and their parents. The students were committed to studying core highly motivated Ukrainian student, was interviewed in depth as a case study. Subjects were administered questionnaires on strategies used in reading and writing English. Results indicate that Sasha was not always typical of his peers. He was most different in ranking grammar rules and background knowledge as important, and gave a lower than average importance to correct pronunciation, spelling, and sharing ideas. He ranked his listening skills higher than other skills, while most ranked reading and writing skills higher than listening or speaking. He valued vocabulary knowledge highly, eschewed guessing, used translation frequently, and showed careful study habits. He reads mostly to gain information, and less so to improve English skills and for entertainment. Sasha's answers to the writing questionnaire were similar to his classmates' in many areas, but differed in some, including his very strong preferences concerning a number of composition processes. Implications for second language instruction are discussed. Contains six references. (MSE)

ED 407 857 FL 024 532

MacDonald, Errol
Global Awareness through Video News.
PUB DATE- 25 Feb 96
NOTE- 8p.; Paper presented at the Spring Conference of the Tokyo/West Tokyo Japan Association of Language Teachers (Tokyo, Japan, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Cultural Awareness; *English (Second Language); Foreign Countries; Global Approach; *Instructional Materials; International Relations; Media Selection; *News Reporting; Second Language Instruction; Videotape Recordings
IDENTIFIERS- *Authentic Materials; Canadian Broadcasting Corporation; Japan; *News in Review; Tokai University (Japan)

At Tokai University (Japan), an English-as-a-Second-Language course in global issues through video uses the Canadian Broadcasting Corporation's monthly video magazine "News in Review", published eight months a year for use in Canadian English-medium schools. Of the four segments in each magazine, usually two are about Canada or international issues as they relate to Canada; the remainder are on a variety of international topics, all documentary in approach, educational, and presented in a way that demonstrates the power of television in shaping social conscience and global consciousness, an element needed in Japanese society. A supplementary resource package for teachers helps use the video materials. The teacher's intention is to have students comprehend not only the language and content of the segments, but also the issues, concepts, and values within them, and to express feelings and opinions and ask questions based on that understanding. Classroom activities are designed to exploit information, reasoning, and opinion gaps experienced by the students. In using video, teachers are advised to use short sequences, provide repeated viewings, treat the video as both visual and aural text, and plan pre-viewing, viewing, and post-viewing activities. Contains six references. (MSE)

ED 407 858 FL 024 534

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Needs; English (Second Language); *Evaluation Criteria; *Job Skills; *Language Skills; *Limited English Speaking; Literacy Education; *Personnel Evaluation; *Workplace Literacy

A framework used in business training for assessing workplace performance problems and suggesting solutions is a useful tool for providers of English-as-a-Second-Language (ESL) workplace language programs to determine what they can and can not provide, and how to provide services cost-effectively. The first step is to determine the performance discrepancy (difference between what is being done and what should be done) and whether it results from skill deficiency. If a skill deficiency exists, it should be decided whether (1) the worker could perform the task in the past, (2) the skill is used often, (3) there is a simpler solution, and (4) the worker has the ability to do the task. When a skill deficiency does not exist, assessment should focus on whether (1) the desired performance is punishing in some way, (2) there are obstacles to performing, (3) performance is valued. At this point, one or more solutions may have been identified, and the final step is to determine which is most feasible within that context. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 877 FL 801 156

Bond, Judith; McGill, Teresa
Paperwork Plus: Literacy Materials for the Service Industry. Hotel Edition.
PUB DATE- 94
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compensation (Remuneration); Food; Foreign Countries; Fringe Benefits; *Hospitality Occupations; *Hotels; Housekeepers; Interpersonal Communication; Literacy Education; Monetary Systems; Occupational Safety and Health; Personnel Evaluation; Scheduling; Second Language Instruction; *Staff Development; Teaching Guides; Transportation; *Vocational English (Second Language); Work Environment; *Workplace Literacy

The instructional materials are intended for use in teaching vocational English and English literacy to limited-English-speaking personnel in the hotel industry. They are designed for learners at three instructional levels, and address job-specific literacy tasks. An introductory section describes the materials and offers suggestions for multi-level grouping. Thirteen topical instructional units follow, each containing class activities and worksheets. A teacher's guide to activities and skills is included with each unit. Unit Topics include: introductions and exchanging personal information; hotel jobs; the workplace; schedules; housekeeping; working with food; health and safety; safety signs and labeling; transportation; service with a smile; money; performance; and fringe benefits. Appended materials include a resource guide, literacy skills inventory, facilitator's journal, and word cards. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 878 FL 801 157

If the threshold were low enough to impact most licenses, it would be a strong disincentive for commercialization. Further, the total level of UMS royalties ($945,876 in 1994) would remain small in comparison to other potential revenues sources. (JLS)

ED 407 896 HE 030 144

Clinch, Richard
Benchmarking the Economic Impact and Effectiveness of University Technology Transfer in Maryland.
PUB DATE- 28 Feb 96
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; Copyrights; Economic Development; *Economic Impact; *Entrepreneurship; Government School Relationship; Higher Education; *Intellectual Property; Ownership; *Patents; Program Evaluation; *Technology Transfer; Universities
IDENTIFIERS- University of Maryland System

This study examined university technology transfer in Maryland in terms of three issues: (1) the economic impact of university technology transfer; (2) a comparison of the technology transfer effort of University of Maryland System (UMS) institutions with other regional and "best practice" institutions; and (3) the technology transfer policies and guidelines of UMS institutions compared to other regional and "best practice" institutions. The study involved review of economics and public policy literature on technology transfer and interviews with technology transfer professionals. It was found that UMS institutions are competitive with regional and best practice universities in terms of research inputs, and make an above average effort to promote technology transfer. In terms of technology commercialization outcomes, or success in commercializing technology, UMS institutions were at the lower end of the 16 universities studied despite UMS being ranked third in the number of technologies commercialized. Fifteen tables of data are included along with matrices of institutional mission and technology goals. A copy of the interview guide is appended. (JLS)

ED 407 897 HE 030 145

Hartman, Kenneth E.
Internet Guide for College-Bound Students.
PUB DATE- 96
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Information Systems; College Admission; *College Applicants; College Choice; Electronic Mail; Higher Education; *Information Sources; *Internet; Student Financial Aid; *World Wide Web

At the start of 1996, nearly three-quarters of the colleges in the United States were on the Internet. By 1999, all collegiate institutions are expected to be online. This book is designed to give students routes to World Wide Web sites that can help them choose a college, find out about financial aid and of preferences are worth the costs being imposed on the youth in nonpreferred groups. (MDM)

ED 407 917 HE 030 165

A Course for the Future: Higher Education and Economic Development. A Report to the Governor.
PUB DATE- Nov 96
NOTE- 9p.; Developed by the Governor's Roundtable on Economic Development and Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; Early Childhood Education; *Economic Development; Economic Impact; Educational Change; *Educational Policy; Elementary Secondary Education; Futures (of Society); Governing Boards; *Higher Education; Institutional Role; *School Business Relationship; *State Colleges; *State Universities; Technology Education; Technology Transfer; Tenure; Vocational Education
IDENTIFIERS- *Minnesota; Minnesota State College System; University of Minnesota

This paper addresses the relationship between economic development and higher education in Minnesota, focusing on how vocational institutions will meet the increasing demand for skilled workers, how research institutions will improve the transfer of new technology to business, and how higher education institutions can create better links between the needs of business and the education of students. It calls for merging the University of Minnesota and Minnesota State College and University systems by the year 2000, committing state resources to make Minnesota a technology leader, making the University of Minnesota one of the nation's top 10 research universities, solving the tenure question to prevent the unionization of the University of Minnesota faculty, restoring public confidence in the Board of Regents, giving the governor and state legislature a role in selecting a new president for the University of Minnesota, redefining the role of the Minnesota State College and University System, formalizing a school-to-work vocational path available to all high school students, and supporting preschool and early childhood education. (MDM)

ED 407 918 HE 030 166

Altinsel, Zeynep; Rittenberg, William
Cultural Support for International TAs: An Undergraduate Buddy Program.
PUB DATE- 28 Mar 96
NOTE- 14p.; Paper presented at the Conference of Teachers of English to Speakers of Other Languages (Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; *College Programs; *Cultural Awareness; Extracurricular Activities; *Foreign Students; Higher Education; Program Descriptions; *School Orientation; State Universities; Student Attitudes; Student Employment; Study Habits; Teacher Student Relationship; *Teaching Assistants
IDENTIFIERS- *Michigan State University

ED 407 936   IR 018 337

Technology Purchasing Forecast, 1996-97.
PUB DATE- 96
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; Computer Software; Computers; Educational Finance; Educational Planning; Educational Research; *Educational Technology; *Educational Trends; Elementary Secondary Education; Futures (of Society); Multimedia Materials; Public Schools; Purchasing; *School District Spending; *School Statistics; *School Surveys; Tables (Data)
IDENTIFIERS- Quality Education Data (Research Firm); *Technology Integration; United States

Quality Education Data is an education research firm identifies and tracks the use of technology in education. QED surveyed a selection of all public school districts and schools in the United States about technology trends. This report provides statistics for hardware, software, and network purchases in K-12 schools for 1996-97 as compared to 1995-96. For each area of spending, tables and graphs compare regular versus extraordinary funds, funding sources, decision makers, purchasing calendars, purchasing sources, technical support services, and installed base and plans to purchase. Multimedia computers are also covered. An executive summary and the survey instrument are included. (SWC)

ED 407 937   IR 018 339

Sivan, Yesha Y.
Patterns of Leadership in Virtual Professional Communities: The Case of 250 Israeli Science and Technology Educators.
PUB DATE- Apr 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior; Case Studies; Collegiality; *Computer Mediated Communication; *Computer Networks; Elementary Secondary Education; Foreign Countries; Internet; *Leaders; *Leadership; Leadership Qualities; National Programs; Online Systems; Science Teachers; *Teacher Collaboration
IDENTIFIERS- Interactive Systems; Israel; Online User Groups; *Professional Community; *Virtual Communities

The Internet creates a unique opportunity for building virtual professional communities. The Lamda Community Project was created to use the Internet to support science and technology education as part of the Israeli national program to advance science and technology education in Israel. A virtual community was created as a meeting place and resource sharing forum for participants, and participants were given suggestions on the types of activity that could take place in the virtual community. The project investigated user-network interaction, site design, authoring of content on the Internet, the building of sub-communities, and project-based learning. Observations about leadership in virtual communities include: (1) leaders can learn new things quickly and are not afraid to request resources from the team; (2) leaders appear in various ways--

The supply of and demand for skilled information technology (IT) workers were examined in a survey of sample of 1,000 medium/large IT companies and 1,000 medium/large non-IT companies that were selected randomly from a Dun & Bradstreet database. A total of 271 companies (149 IT and 122 non-IT companies) responded. Among the main findings/conclusions were the following: (1) approximately 190,000 positions for skilled IT employees are currently unfilled, which translates into 1 vacancy for approximately every 10 IT employees; (2) 82% of large and mid-size IT companies expect to increase their number of IT employees; (3) 71% of respondents believe the demand for IT workers is higher than for other skilled/trained workers; (4) 68% of IT companies cite a lack of skilled/trained workers as a barrier to their ability to grow; (5) increased recruiting and training efforts are, at best, a partial solution to the current difficulty of finding/retaining skilled IT workers; (6) education will be a key facet of any solution to the problem; and (7) both outsourcing of IT work to companies overseas and IT workers' salaries will likely increase. (Appended are information on the survey methodology and confidence level computation. Contains 20 tables and 12 references.) (MN)

ED 407 492 CE 073 871

Specific Job Competencies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Auto Mechanics; Broadcast Industry; Carpentry; Check Lists; *Competence; Competency Based Education; Computer Oriented Programs; Drafting; Entry Workers; Food Service; Horticulture; Information Processing; *Job Skills; Mathematical Applications; Middle Schools; Parenthood Education; Radio; Secondary Education; Standards; *Technical Education; Technology Education; Television Curriculum; *Vocational Education

This document consists of 12 separate folders each listing a set of job competencies for a specific occupation or function area (e.g. television, wood construction) that is the subject of vocational and technical education courses at the middle and high school level in the Seattle (Washington) Public Schools Vocational/Technical Education Department. The job competencies listed should be acquired during the courses. The checklists rate the job skills on three levels: level one (performed independently), level two (can complete job with limited supervision), and level three (general information provided). Space is also provided for student name, school, date, semesters completed, and related job site and work experience information. Job competency profiles for the following programs are included: (1) Applied Mathematics; (2) Automotive Technology, (3) Wood Construction; (4) Computer Applications I and II; (5) Information Processing I and II; (6) Children and Parenting; (7) Middle School Technology Education; (8) Food Education and Service Training; (9) Drafting; (10) Television; (11) Radio; and (12) Horticulture. (KC)

ED 407 493 CE 073 872

The Learning Disabilities/Lack of Progress Issue.
SPONS. AGENCY- Massachusetts State Higher Education Coordinating Council, Boston.; Massachusetts State Dept. of Education,

Bulletin.
PUB DATE- Feb 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indians; Cultural Background; *Education Work Relationship; Educational Resources; *Educational Strategies; High Schools; Parent School Relationship; *Program Development; School Business Relationship
IDENTIFIERS- *Native Americans

Native American youth have a rich cultural heritage and traditions, but they also face such challenges as cultural alienation, geographic isolation, and unemployment. Schools must integrate these strengths and problems to provide an education that prepares Native American youth for success in careers and in life. School-to-work provides an opportunity to develop such a system. Several strategies that have succeeded, as shown by research and experience in school-to-work systems for Native American youth, include the following: (1) widespread, active partnerships; (2) innovative work-based learning; (3) innovative school-based learning; (4) career awareness and counseling; (5) professional staff development; (6) support services; (7) links to postsecondary education and training programs; and (8) use of technology. (This report contains 20 resources, including individuals, organizations, journals, and publications.) (KC)

ED 407 511 CE 073 910

School-to-Work Opportunities for Out-of-School Youth. Resource Bulletin.
PUB DATE- Feb 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Dropout Prevention; *Dropouts; *Education Work Relationship; *Educational Resources; *Educational Strategies; High Risk Students; High Schools; *Out of School Youth; Program Development; Program Implementation; School Business Relationship

The School-to-Work Opportunities Act of 1994 is designed to provide all young people, including out-of-school and at-risk youth, with access to programs that integrate academic and occupational education. In many cases, however, these youth are reached only by dropout prevention efforts. Because dropouts, as well as young people who have obtained low-skill jobs after high school graduation, need the opportunities that school-to-work provides, recent initiatives have taken a variety of forms to address the needs of out-of-school youth. Strategies that have been employed include the following: (1) demonstrating the benefits of school-to-work programs; (2) integrated learning; (3) nonmandatory enrollment; (4) youth as active participants; (5) distinct program identity; (6) short-term benchmarks; (7) high expectations; (8) support services; (9) adult mentors; and (10) employer incentive mechanisms. The Milwaukee Public School System's Division of Alternative Programs serves a wide range of at-risk and out-of school youth. Central to this system's success in school-to-work programs for these youth has been its ability to engage all stakeholders to meet all partners' needs. (This report describes 11 organizations that can provide information about school-to-work for out-of-school youth.) (KC) connections between the education and employment communities. Student assessment in a school-to-work system necessitates student credentials or certificates that are portable and recognized across industries, institutions, and regions. A variety of outcome measurements may be used to assess the impact of school-to-work participation on student performance. Multiple forms of assessment may be used to determine whether young people possess core academic competencies and the ability to translate those skills into practice. Assessment systems should also include ways to document/certify the academic and workplace competencies that young people have developed through participation in school-to-work system. Three examples of effective student assessment practices are as follows: Oregon's Proficiency-Based Admission Standards System; Project Riverbank in the Oakdale Joint Union High School District in Riverbank, California; and Omaha Work Keys in Omaha, Nebraska. (Contains 6 references and an annotated list of nine organizations to contact for further assistance regarding student assessment. (MN)

ED 407 532 CE 073 931

Career Pathways in School-to-Work Systems. Resource Bulletin.
PUB DATE- Mar 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Career Education; Career Guidance; *Career Ladders; *Education Work Relationship; *Educational Practices; High Schools; Program Development; Program Implementation; Systems Approach; Work Experience Programs
IDENTIFIERS- *Career Paths

Many students in today's high schools choose courses and work experiences in an unplanned, aimless manner that often results in limited career options and undeveloped potential. Innovative educators across the nation have responded by restructuring schools around career pathways, which are integrated, multiyear sequences of career guidance, courseware, and work-based learning experiences that enable students to explore a variety of career choices and provide a context for learning. Schools organized around career pathways allow students to use their experiences in the classroom and the workplace to decide on a career and understand the experience, skills, and education/training required to be successful in the workplace. Restructuring schools to make career pathways available to all students requires strategies that address the following issues: defining career pathways; career guidance and planning; curriculum integration; academic and occupational standards; assessment; time/scheduling; links to postsecondary institutions; links to employers; and connecting activities. The career pathways programs of Central Valley High School in Veradale, Washington, and Roosevelt Renaissance High School in Portland, Oregon, are two examples of effective practices in grafting career pathways into school-to-work systems. (Contains 5 references and an annotated list of eight resource organizations to contact for further assistance and a list of five publications.) (MN)

ED 407 533 CE 073 932

Leading the School-to-Work Transition. Resource Bulletin.
PUB DATE- Apr 97

class and for baking the breads, and bread-baking tips. A guide to the nutrition content of various breads and a U.S. Department of Agriculture Food Pyramid chart are included in the packet. The second lesson plan also contains an advertisement for the class and a promotional article to recruit teachers for it. (KC)

ED 407 551 CE 073 983

DETC Accreditation Overview.
PUB DATE- Oct 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Accrediting Agencies; Adult Education; *Distance Education; Eligibility; *Institutional Evaluation; Quality Control; Standards

This guide is designed to help prospective students, counselors, public agencies, and institutions better understand distance school accreditation and how the accreditation procedures of the Accrediting Commission of the Distance Education and Training Council (DETC) work. The guide defines distance education, discusses who the accrediting commissioners are, describes the purposes and functions of accreditation, lists DETC standards for accreditation, and addresses which schools are eligible for accreditation. The booklet then describes the steps in the accrediting process: application, submission of a self-evaluation report, subject specialist review, examining committee, student and agency surveys, commission actions, periodic reviews, and special policies. Other topics addressed include the following: DETC membership, acceptance of distance study credits and degrees, and the benefits of accreditation. A list of often-asked questions on DETC accreditation with answers follows. Information for requesting a list of accredited institutions is provided. (YLB)

ED 407 552 CE 073 984

The Distance Education and Training Council Salutes the 1997 Outstanding Graduates.
PUB DATE- Jan 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adult Education; Biographies; *Correspondence Study; *Distance Education; Home Study; *Role Models; *Success

This booklet recognizes the achievements of 23 exceptional distance study graduates who were selected by the distance education institutions they attended. Selection criteria include the graduates' academic records and the level and quality of their contribution to society and to their chosen profession. Brief biographies are provided for the 23 outstanding graduates (with their distance institutions: Allard J.E. Wagemaker (American Military University); Lauren and Laila Scharf (American School); Kelvin J. Curtiss (Army Institute for Professional Development); Marianna Levant (Art Instructor first forestry technicians school was founded in 1966, and forestry vocational schools were created in 1995. A partnership must be established between the educational sector and the productive sector. The work force education effort must be addressed to all levels, both management, planning, and execution levels. The task must be shared between the state and the forestry industries and companies. Since 1980, two Chilean universities that were concerned about forestry professionals' training have joined in a curriculum evaluation study and established contact with specialists at the University of Arkansas. This international partnership has adapted the Vocational-Technical Education Consortium of States model to the Chilean situation. Results have included the forestry occupations analysis, preliminary occupational profile, and the process of training the trainers. (YLB)

ED 407 571 CE 074 009

Dare, Donna E.; Maddy-Bernstein, Carolyn
A Call for Leadership in Providing Student Services.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 6p.; Developed by the University of Illinois at Urbana-Champaign NCRVE site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Coordinators; Educational Needs; Elementary Secondary Education; Higher Education; *Pupil Personnel Services; *Pupil Personnel Workers; Student Personnel Services; Student Personnel Workers; Student Records; *Student School Relationship; Student Welfare; Systems Development

Although it is vital to provide services to students, service providers in school districts usually work in isolation and may overlap or duplicate services. Educational institutions need to provide a wide range of student services, delivered in a comprehensive and coordinated system, led by student services coordinators (SSCs) who can serve as catalysts for effective delivery. Because of the unique and vital functions they perform, SSCs need specific leadership qualities, such as the following: abilities to articulate a vision, to listen to and understand others, to empower others through recognition and acceptance, and to take advantage of diversity. SSCs may function as designers; teachers, trainers, consultants, and coaches; and stewards. Activities that SSCs must carry out include the following: (1) find effective means of delivering services and managing student information; (2) administer integrated tracking systems for student records; (3) continuously monitor the program to evaluate and improve the delivery of student services; and (4) guide, assist, and monitor student services teams. Student service coordinators can play a vital role in leading other school personnel in the implementation of services that will enable students to succeed in school. (KC)

ED 407 572 CE 074 010

Naylor, Michele
Vocational Teacher Education Reform. ERIC Digest No. 180.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97

the validity of the current practices and provides input to inform future policy formation at both the national and state levels. Competency-based training (CBT) was being graded in all Australia's states and territories, albeit to widely varying extents. Within the TAFE sector, support for graded assessment was active, and policies and organizational support to facilitate development and implementation of competency-based assessment were in place. Many private training providers were also enthusiastic about grading in CBT. Although employers generally wanted off-the-job training providers to supply them with grades, they did not necessarily want grading in their own workplaces. A flexible system of competency-based assessment and coordination of grading policies/practices at the national level were advocated. (The bibliography lists 42 references. Appendixes constituting approximately 40% of this document contain the case studies, interview schedule, and lists of informants and acronyms.) (MN)

ED 407 589   CE 074 045

Funnell, Robert, Ed.
A Handbook for Research in Adult and Vocational Education.
PUB DATE- 96
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; *Adult Education; Data Analysis; Data Collection; Databases; *Educational Research; Ethics; Field Studies; Foreign Countries; Qualitative Research; Reliability; Research Methodology; Research Projects; Research Reports; Surveys; Technical Writing; Theory Practice Relationship; Validity; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

This handbook, which was written by researchers with expertise in Australia's technical and further education (TAFE) system, provides background information about the following: approaches to research in vocational education and training (VET); the range of methods normally used in research and their the application to VET; and procedures for validating, analyzing, and presenting research. The titles/authors of the handbook's various sections are as follows: "Foreword" (William Hall); "Introduction" (Bob Funnell); "What is Vocational Education and Training Research?" (Bob Funnell); "Some Research Questions in Vocational Education and Training" (Bob Funnell, Patricia Funnell); "Introduction to VET Research" (Bob Funnell); "Research Design" (Bob Funnell); "Sampling and Survey Design" (Bob Funnell); "Experiments" (John Stevenson); "Field Research" (Bob Funnell); "Using Existing Documents" (Patricia Funnell); "Action Research" (Stephen Billett); "Validity, Reliability, and Triangulated Strategies" (Charlie McKavanagh); "Qualitative Data Analysis" (John Stevenson); "Analysis of Qualitative Field Research" (Bob Funnell); "Reporting Your Research" (Patricia Funnell); "Simple Data Presentation" (Patricia Funnell); and "Ethics in Research" (John Stevenson). The two appendixes, "Using the Vocational Education and Training Database" (Marjolijn Jones) and "Current Research Studies Related to VET" (Paul Ainsworth), discuss available data regarding VET in Australia and New Zealand and list 97 references. Seventy-five figures/tables are included along with a sample questionnaire. (MN) penalties; the appeals process (appeals by employees and employers); OSHA-approved state programs; services available (consultation assistance, voluntary protection programs, training and education); employer and employee responsibilities and rights; ways of keeping up to date on OSHA; states with approved plans; and lists of OSHA consultation projects and area offices. "OSHA Inspections" is a 24-page booklet explaining the OSHA inspection process, steps in preparing for an OSHA inspection, and how to appeal inspection results. The third document is "How to Prepare for Workplace Emergencies," a 16-page booklet detailing the basic steps in handling workplace emergencies and sources of further information about them. (MN)

ED 407 608   CE 074 127

Levacic, Rosalind, Ed.; Glatter, Ron, Ed.
Managing Change in Further Education.
PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; Adult Education; *Change Strategies; *Educational Change; Educational Development; Educational Planning; Educational Research; Foreign Countries; Long Range Planning; *Management Systems; *Organizational Change; Postsecondary Education; *Strategic Planning; *Technical Institutes; Vocational Education
IDENTIFIERS- *Great Britain

This book offers an opportunity to look in depth at the nature of changes in further education (FE) in Britain and how change has been managed: the drivers, the challenges, the constraints, the costs, and the meaning for all those involved in FE. "Introduction: Themes in the Management of Change in Further Education" (Rosalind Levacic) provides an overview of the five studies contained in the book. "Introduction" (Ruth Gee) sets the scene by outlining the main features of the changes brought about by incorporation. "The Management of Strategic Planning in FE Colleges" (Stephen Drodge, Neville Cooper), the first study, examines how the internal process of strategic management has been developed in three quite different colleges. "Strategic Management and Competitive Advantage: A Systems Approach" (Nigel Bassett-Jones, Robert Brewer) investigates how 14 colleges in 3 different areas have responded strategically to increased competition and intensified pressure to cut costs. "Managing for Learning after Incorporation" (Nigel Bennett, Lesley Hagon) examines the learning or "product" strategy of three colleges. "Introducing New Contracts: Managing Change in the Context of an Enterprise Culture" (Pam Hewitt, Megan Crawford) show how different are the perspectives on change of senior managers, middle managers, and lecturers. "Institutional Boundary Management: Experiences of Scottish Colleges Since Incorporation" (Ian Finlay, Sheena Holmes, Lesley Kydd) investigates an apparently paradoxical phenomenon--the spur to interorganizational cooperation created by a more competitive environment and greater institutional autonomy. (YLB)

ED 407 609   CE 074 128

GNVQs 1993-97. A National Survey Report. The Final Report of a Joint Project. The Evolution of GNVQs: Enrolment and Delivery Patterns and Their Policy Implications.
PUB DATE- 97

lectures; demonstrations; test, term, and research papers; media; and student questioning. Some of the components involved in teaching group work--group leadership, group dynamics, and group process--do not transfer as easily. Such classes need immediate instructor feedback and a measure of student interaction. Weekly writing assignments may present a problem because, due to class size, it may not be feasible for the instructor to read, make comments, and grade all of the assignments. Likewise, personal journals could not be assured privacy. The model for teaching televised instruction shifts emphasis from process to content, and from the affective to the cognitive. The components for the model are preparation, practice, feedback, and evaluation. The revised focus for teaching on television involves learning theories, instructional theory, and researching content. Other suggestions for televising courses are offered. (RJM)

ED 407 627 CG 027 709

McWhirter, Benedict T.; Page, Gregory L.
An Evaluation of Psychoeducational Groups for Alternative High School Students.
PUB DATE- Aug 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Anger; *High Risk Students; High School Students; High Schools; Hostility; Program Evaluation; *Psychoeducational Methods; *Self Control; *Self Efficacy; *Student Behavior

Alternative high school students have typically had a history of acting out behaviors in the classroom. To address this behavior, the effects of two psychoeducational groups (anger control and goal setting) on state and trait anger, anger expression, and on self-efficacy beliefs of these students were evaluated. The 57 participants were given pre- and post-tests on anger expression using the State-Trait Anger Expression Inventory (STAXI). Self-efficacy beliefs for anger control, goal setting, and general group behavior and communication skills were also administered. It was hypothesized that each treatment would have a favorable impact on the self-efficacy items related to it, that participants in both treatment groups would show gains in self-efficacy for general group behavior and communication skills, and that the anger control treatment would decrease state anger and anger expression. Results indicate that the treatment groups failed to effect change on the outcome measures, although anecdotal evidence suggests that the treatments did have some impact. The failure of the treatment groups to change measurable behavior may have been due to the treatments not being sufficiently powerful to create changes. Likewise, the treatment goals, such as life planning, may have contradicted the students' "I don't care" attitude. Other reasons for failed treatment outcomes are also explored. Contains 18 references. (RJM)

ED 407 628 CG 027 710

Kristel, Orie V., IV; And Others
High School Students' Perceptions of Adolescent Problems.
PUB DATE- 97

ED 407 647 CG 027 848

Frydenberg, Erica; Lewis, Ramon
Coping with Stresses and Concerns during Adolescence: A Longitudinal Study.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Patterns; *Coping; Foreign Countries; Grade 11; Grade 7; Grade 9; Longitudinal Studies; Secondary Education; *Sex Differences; *Stress Management; *Student Attitudes; Student Development
IDENTIFIERS- *Adolescent Attitudes; Australia (Melbourne); *Stress Resistance

Although numerous cross-sectional studies have documented the coping responses of young adolescents of different ages and of both sexes, few studies have tracked the developmental stages of coping within adolescents. A longitudinal study of adolescent coping was conducted in metropolitan Melbourne, Australia. During the 5-year study, 168 students were tracked to document the pattern of general coping behavior of girls and boys at grade levels 7, 9, and 11, and to determine what changes were apparent in their coping responses. Results showed that both boys and girls remained relatively stable in their declared inability to cope between the ages of 12 and 14. Two years later boys reported much the same low level, but girls reported significantly higher levels of an inability to cope by age 16. Of the coping strategies, five (seeking social support, solving the problem, self-blame, keep to self, and tension reduction) remained stable for adolescents between the ages of 12 and 14, but strategies increased significantly in the following two years. The findings highlight the fact that boys and girls develop differently in their patterns of coping with age, and that there are implications for the timing and substance of coping skills development programs taught in the schools. (Contains 30 references.) (RJM)

ED 407 648 CS 012 781

Swan, Coral
How Does a Child's Focus in Class Literacy Activities Affect His/Her Literacy Development?
PUB DATE- 95
NOTE- 77p.; Classroom research conducted at Hambledon State School, Queensland, Australia.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Emergent Literacy; Foreign Countries; Grade 1; Group Dynamics; Participant Observation; Primary Education; *Student Behavior; *Student Development; Teacher Role; Whole Language Approach
IDENTIFIERS- Australia (Queensland)

A study observed how four boys focused in group literacy activities in a whole language classroom, observed the literacy development of the four boys early in grade 1, and reflected on the teacher's role in class literacy activities. Data included daily journal entries made by the teacher/researcher, copies of that three distinct subgroups of children with early reading difficulties could be identified. The first group performed below the control group level on all tasks. The second group performed at or near control group level on most cognitive tasks and on both phonological coding tasks. The third group performed significantly poorer than the comparison group an all successive processing and phonological coding tasks, but not on planning, attention, or simultaneous processing tasks. Cognitive profile remediation interaction indicated that children who benefited most from remediation had higher preintervention scores on several cognitive tasks than children who did not benefit from remediation. (Contains two tables and one figure of data.) (Author/RS)

ED 407 668 CS 012 827

Gentry, J. Richard
My Kid Can't Spell!: Understanding and Assisting Your Child's Literacy Development.
PUB DATE- 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developmental Stages; Elementary Education; *Parent Participation; Parent Student Relationship; Reading Difficulties; *Spelling; *Spelling Instruction; Student Evaluation; Teaching Methods
IDENTIFIERS- *Spelling Growth

Intended for parents of K-8 children who want to take an active role in their children's reading, writing, and spelling development, this handbook presents guidelines, tools, and strategies to help children spell better, read better, and write better. The handbook provides developmental guideposts to track children's literacy; tips for helping children progress through early spelling stages; a test to determine children's spelling level; strategies to help children visualize words; ways to identify poor spelling instruction at school; and how to recognize if a child has a spelling disability. Chapters in the handbook are (1) Spelling Right from the Start; (2) Is Your Kindergartner or First Grader Developmentally on Track?; (3) How Well Does Your Child in Second through Eighth Grade Spell?; (4) Is Your Child on Grade Level?; (5) Can Your Child Visualize Words?; (6) How to Identify a Really Bad Spelling Lesson; (7) Spelling and Academic Disaster; and (8) Supporting Your Child's Education. Appendixes present spelling rules and spelling strategies to use at home. (RS)

ED 407 669 CS 012 830

Commeyras, Michelle; And Others
Educators' Stances toward Gender Issues in Literacy.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

makes some points about "ebonics" and Black students. The paper states that when Black students in a district are assigned to special education out of proportion to their numbers, there is a fundamental problem. The paper finds that student learning depends upon teacher expectations. The paper concludes that, although schools have worked fairly well for middle class students, they have failed at educating more non-White and lower socio-economic students. It is concluded that how behavioral and academic demands are designed and implemented is the key. (NKA)

ED 407 688 CS 215 864

Kastely, James
Drooping Methodically: Burke's Argument for a Negative Education.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Educational Objectives; *Educational Philosophy; Futures (of Society); Higher Education; *Language Role; Metaphors; *Student Needs
IDENTIFIERS- *Burke (Kenneth); *Symbolicity

Kenneth Burke's essay, "Linguistic Approach to the Problem of Education," argues for tempering a positive attitude toward education--"drooping" should be the norm. "Drooping" would be the antithesis of an education designed primarily to facilitate students' uncritical movement into the workforce. Burke explores how a rhetor might teach responsibly in a culture determined by the growing presence of global capitalism and an exponentially increasing technology. The view of the world as a place for combat and conquest (i.e., the metaphor of economic competition) displays, for Burke, a central and dangerous irony that inheres within symbolicity. A Burkean education would help students understand symbolicity's irony and become wary of its consequences. In today's corporate and university downsizing in which an individual's present skills are always in danger of becoming a trained incapacity, such an approach to education might allow people to improvise the good life by better understanding how the material conditions of production and the formal conditions of symbolicity have cooperated to make a world that can be, and often is, inhospitable. A Burkean education would begin by insisting that language is best understood as a mode of action rather than as a problem of knowledge, and then proceed by analyzing the forms and consequences of such action. The thrust of this education would be negative in two ways: First it would teach linguistic skepticism, and second, it would be negative in that it would not teach any particular doctrine nor be committed to any particular social philosophy. (NKA)

ED 407 689 CS 509 384

Adams, J. Q., Ed.; Welsch, Janice R., Ed.
Multicultural Prism: Voices from the Field. Volume 2.
PUB DATE- 96
NOTE- 260p.; Accompanying videotape not available from EDRS. For volume 1, see CS 509 384.
LANGUAGE- English

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Charter Schools; Diffusion (Communication); Educational Change; Educational Policy; Elementary Secondary Education; Information Dissemination; *Policy Formation; *Politics of Education; *School Law; *State Legislation; State Regulation

The charter-school idea has spread rapidly across the United States. One-half of the states have adopted charter-school laws since 1991, and legislatures in other states have given the idea careful consideration. This paper explores the political factors that shape charter-school laws. The paper utilizes the policy-innovation-diffusion framework that political scientists have developed for assessing the state-to-state spread of policy laws. The paper augments the framework by considering how innovations change as they diffuse and how differences in state politics and interstate networking influence policy choices. The study draws heavily upon findings from a 50-state mail survey of education policy experts. Surveys were sent to 241 individuals in the 25 states with charter-school laws and to 216 individuals in the 25 states without charter-school laws, eliciting a 25 percent response rate. The study then used event-history models to test for regularities and differences among states in the factors that prompted consideration of the charter-school idea and the adoption of permissive laws in some states and restrictive laws in others. Applied more generally, the paper suggests that this analytical strategy could enhance understanding of the politics of policy-innovation diffusion. Nine tables are included. (Contains 54 references.) (LMI)

ED 407 709 EA 028 333

Hausman, Charles S.; And Others
Organizational Capacity for School Improvement: Teacher Reports in Magnet and Nonmagnet Schools.
PUB DATE- Mar 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; Educational Resources; Elementary Secondary Education; *Equal Education; Leadership; *Magnet Schools; Multivariate Analysis; *Organizational Climate; *Organizational Effectiveness; Performance; *School Choice; Voluntary Desegregation

Magnet schools have recently been promoted as a school-improvement tool to liberate the poor from inferior schools. This paper presents findings of a study that assessed differences in organizational capacity for education reform between magnet and nonmagnet schools. Do families have a choice of better schools--schools with greater capacity to help students achieve higher standards? The paper utilizes the conceptual framework of O'Day, Goertz, and Floden (1995) to focus exclusively on differences in organizational capacity between magnet and nonmagnet schools. Data were obtained from a survey that compared 10 magnet schools and 10 nonmagnet schools in both Cincinnati, Ohio, and St. Louis, Missouri. The survey of a total of 988 teachers produced an overall response rate of 70 percent. The results of the study are mixed and lend themselves to multiple interpretations. Both critics and supporters of school choice can find evidence to bolster their claims. Although an overall difference in teachers' reports of the degree of change in school climate in three schools with new principals. The Effective Schools Climate Inventory (O'Neal 1990) was administered to staff members in one elementary, one middle, and one high school at the beginning of the school year and again in January. Results of the first ESCI were given to the principals at the beginning of the fall semester. Interviews were conducted with the principals in January. Overall, there was no statistically significant difference between the two survey results. In other words, there was no clear indication that new principals had a positive impact on school climate. Despite a few exceptions, principals' overall perceptions of their schools' climates were inconsistent with those reported by their school staff. The principals identified only 5 of the 17 school-climate issues identified by staff as significant. The paper recommends that schools regularly conduct quantifiable measures of school climate and address the low level of parent involvement in the three schools. Four tables are included. (Contains 18 references.) (LMI)

ED 407 727 EA 028 356

Cheng, Yin Cheong
The Transformational Leadership for School Effectiveness and Development in the New Century.
PUB DATE- Jan 97
NOTE- 34p.; Paper presented at the International Symposium of Quality Training of Primary and Secondary Principals toward the 21st Century (Nanjing, China, January 20-24, 1997). Figures contain faint and broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Educational Environment; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Leadership; *Leadership Styles; Leadership Training; Management Development; Principals; Role of Education; *School Effectiveness
IDENTIFIERS- *Hong Kong; *Transformational Leadership

This paper describes why and what transformational leadership is needed to pursue school effectiveness and development in the rapidly changing education environment and in the coming new century. The paper first discusses the challenges to school leadership and the need for new leadership in light of the pursuit of school effectiveness and the worldwide educational reform trends. The paper next draws on recent research on principals' leadership in Hong Kong schools to make observations about leadership and school development, in both local and international contexts. The paper then illustrates the shifts of leadership concepts and explains why transformational leadership is so critical to meeting educational challenges in the changing environment. The next section illustrates the concept of transformational leadership and its relationship to school-based management, strategic management, and school effectiveness. The final section offers recommendations to help school principals practice transformational leadership and achieve long-term school effectiveness, one of which is to establish a principal center for leadership learning and development. Two tables and one figure are included. (Contains 45 references.) (LMI)

ED 407 728 EA 028 357

Ovando, Martha N.; Abrego, Michelle Horneber

Issues, Problems, and Possibilities.
PUB DATE- Feb 97
NOTE- 50p.; Paper presented at the Annual Meeting of the American Association of School Administrators (129th, Orlando, FL, February 14-17, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Placement; *Educational Cooperation; *Educational Environment; Educational Objectives; Grouping (Instructional Purposes); High Schools; Incentives; Organizational Climate; Organizational Communication; Staff Development; *Student Placement; *Track System (Education)
IDENTIFIERS- *Learner Centered Instruction

Rigid tracking systems structure inequality and affect students' opportunity to learn. Moreover, students gain from participating in rigorous advanced courses. This case study identified the practices and processes involved in creating a school culture of detracking wherein more students participate in high school advanced courses and experience increased success in learning. Methods included interviews with teachers, counselors, and administrators; document analysis; observation of meetings and class sessions; and a survey of 55 teachers at a large, suburban high school with a diverse student body. The study identified specific practices that promoted a culture of detracking--the practices that developed the areas of goals, communication, and support. Findings revealed the importance of shared, collaborative leadership in ongoing efforts to increase student participation and success in advanced courses. Educators communicated to students and parents the benefits of participation in advanced courses through programs, newsletters, and course catalogs. Support was sustained through forming student study teams and Saturday review sessions, providing faculty development opportunities, creating faculty vertical teams, providing incentives and rewards for students and teachers, and conducting a Summer Math Academy. A conclusion is that schools can significantly influence student participation and success in advanced-level courses through proactive goal-setting, support, and communication. Four figures and two tables are included. (Contains 59 references.) (LMI)

ED 407 745 EA 028 389

Basic Programs in Local Educational Agencies. State Educational Agency Allocation of Title I Funds to Local Educational Agencies for School Year 1997-98. Local Educational Agency Identification and Selection of School Attendance Areas and Allocation of Title I Funds to Those Areas or Schools.
PUB DATE- May 97
NOTE- 55p.; Part A of Title I Elementary and Secondary Education Act of 1965 as amended by the Improving America's Schools Act of 1994, Public Law 103-382.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Block Grants; *Economically Disadvantaged; Educational Finance; Elementary Secondary Education; Eligibility; Federal Legislation; *Federal Regulation; Financial Support; *Resource Allocation; *School Districts;

Methods are presented for educators in the use of assistive technology to increase the participation of elementary students with severe disabilities in math, science, language arts and spelling, social studies, and reading activities. Over 80 curriculum-based activities using technologies that can be adapted to fit multiple environments and users are included. The manual first describes "tools of the trade" that are quick to assemble, readily available, easy to use, and most appropriate for individuals with severe and profound disabilities, such as: switches, battery device adapters, battery control units, electrical control units, and communication aids. For each tool, a list is given of what is needed to design the tool and how to create it. A cross-reference activities guide is provided for each of the subject areas that matches skills with the tools needed. A list of commercial sources for assistive technology is also provided. The rest of the manual is divided into five different subject areas with relevant lesson plans included in each. The lesson plans identify the subject, grade level, skill, and the tools needed. Additional hints and suggestions for implementing the lesson plans are located in the margins throughout the text. (CR)

ED 407 763 EC 305 481

Braud, Lendell W.; Powell, Blair
The Nature and Extent of Learning Disabilities among Abused Males Living in Residential Treatment Facilities.
PUB DATE- Feb 97
NOTE- 11p.; Paper presented at the Learning Disability Association International Conference (Chicago, IL, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Abuse; Children; Elementary Secondary Education; *Emotional Disturbances; Incidence; Instructional Effectiveness; *Learning Disabilities; *Males; Phonetics; Psychomotor Skills; *Remedial Programs; *Residential Institutions; Visual Perception

A study was conducted of 70 abused males (ages 6-16) with emotional disturbances living in 6 residential facilities, to investigate the incidence of learning disabilities. Each participant received a battery of psychological, neuropsychological, personality, behavioral, and achievement tests. Results found: (1) the standard scores on all achievement and neuropsychological tests were significantly below intellectual potential and actual grade placement; (2) 10 boys who received remediation using a phonics reading program made significant increases on test scores; (3) 10 boys who received remedial sessions using a visual-perceptual motor remediation program made significant increases on test scores; (4) a high percentage of the subjects rated themselves as having attention deficit disorders; and (5) 87 percent of the subjects had learning disabilities. Appendices include test scores for the population and a comparison of the test scores of children rating themselves as having attention deficit disorders with children rating themselves as not having attention deficit disorders. (CR)

ED 407 764 EC 305 482

Geckle, Michelle O.; Katz, Lynda J.

references.) (CR)

ED 407 781 EC 305 539

Bruder, Mary Beth
Comparison of the Effects of a Social Competence Curriculum on the Outcomes of Toddler-Age Children with Disabilities Receiving Early Intervention in Two Types of Settings: Inclusive or Segregated. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 30 Apr 97
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Behavior; *Child Development; Cost Effectiveness; Desegregation Effects; *Disabilities; *Early Intervention; Inclusive Schools; Interpersonal Competence; Mainstreaming; *Outcomes of Treatment; Preschool Education; Social Environment; Social Integration; Socioeconomic Status; Special Programs; *Student Placement; Toddlers
IDENTIFIERS- Connecticut

This federally-funded study examined the effect of two early intervention settings on the social behaviors and development of 46 toddler-aged children with disabilities in Connecticut. The toddlers received early intervention services in natural group environments in the community or segregated center-based programs servicing only children with disabilities. Evaluation outcomes were measured at 6-month month intervals beginning when the children entered the study at 24 months to their exit at 36 months. A fourth data point at 42 months served as a follow-up evaluation of the longer term effects of early intervention on social skills and behavior. While there were clear differences found in the classroom demographics, quality, and activities, and the prevalence, intensity, location, and modality of services provided, results found that the type of early intervention setting did not have major effects on the children's development of social behavior, or their families' social support, network, needs, or resources. The study did find that family income, family education, and socio-economic status was related to the children's developmental scores. The study also found that the cost of providing early intervention services in inclusive settings was higher. Attached tables depict specific data findings. (Contains 46 references.) (Author/CR)

ED 407 782 EC 305 541

Special Education Funding: A Handbook of Procedures and Definitions, 1996-97.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; *Disabilities; Disability Identification; Elementary Secondary Education; Eligibility; *Financial Support; Foreign Countries; *Gifted; *Program Administration; Program Implementation; *School Funds; *Special

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Antisocial Behavior; Behavior Modification; Behavior Problems; Behavior Rating Scales; *Disability Identification; *Early Intervention; Evaluation Methods; *High Risk Students; *Interpersonal Competence; Kindergarten Children; Peer Relationship; Primary Education; Screening Tests; Student Evaluation
IDENTIFIERS- *Social Skills Training

This report describes the first module of the "First Steps" program, an early intervention program for at-risk kindergartners who show the early signs of antisocial behavior patterns. This module presents four options for screening and identifying kindergarten students at risk for antisocial behavior patterns. In option one, the kindergarten teacher is given a definition of antisocial behavior and asked to nominate children whose characteristic behavior patterns reflect antisocial behavior. Nominated children are then rank-ordered by the teacher according to how well their behavior matches the definition. Option two also relies upon teacher nominations and rank-ordering of at-risk students, but also requires the teacher to rate the highest ranked students on a nine-item scale. In option three, a brief, economical rating procedure is used in which the teacher rates all students in the class on a set of behavioral criteria that are strongly associated with antisocial behavior patterns. The last option uses a multiple gating procedure containing three interrelated screening stages (teacher nominations and rank ordering, teacher and parent ratings of child behavior, and direct observations) for identifying likely candidates for First Steps. Each option description is followed by detailed instructions. Appendices include relevant forms and a rating scale. (CR)

ED 407 800 EC 305 559

Golly, Annemieke; Stiller, Bruce
First Steps School Intervention Module: CLASS-- Contingencies for Learning Academic and Social Skills. (Adapted Preschool Version). An Early School Intervention Program for At-Risk Kindergartners. A Component of the First Steps Program.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 96
NOTE- 52p.; For related modules, see EC 305 557-558 and EC 305 560.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Antisocial Behavior; *Behavior Modification; Behavior Problems; Classroom Techniques; *Early Intervention; Educational Strategies; Evaluation Methods; *High Risk Students; *Interpersonal Competence; Kindergarten Children; Learning Modules; Peer Relationship; Primary Education
IDENTIFIERS- Point System; *Social Skills Training

This report describes the second module of an early intervention program for at-risk kindergartners who show the early signs of antisocial behavior patterns. The second module of the "First Steps" program describes a school intervention involving the target child, peers, and teachers that teaches an adaptive, prosocial pattern of school behavior. The Contingencies for

ED 407 817 EC 305 577

Transition: Guiding Practice To Improve Student Outcomes. A Trainers' Guide for Educators.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 364p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Daily Living Skills; *Disabilities; *Education Work Relationship; Employment; Followup Studies; High Schools; *Inservice Teacher Education; Outcomes of Education; *Student Evaluation; Trainers; *Training; Training Methods; *Transitional Programs
IDENTIFIERS- Transition Time; Wisconsin

This manual provides information on a follow-up study that investigated the transition outcomes of 90 students with disabilities who have exited Wisconsin's high schools, and provides materials to be used in training educators working with students with disabilities who are transitioning from school to work. The first part of the manual contains trainer materials, including a format outline for a trainer of trainers workshop, a transition knowledge checklist, sample overheads for trainer presentations that illustrate the follow-up study outcomes of students with disabilities, and information on the strategic planning process. The second part contains an educator's manual that reports the research results of the follow-up study of the students with disabilities, including their self-perception, school experiences, recreation, financial, and employment status. An overview of transition services is provided along with information on the following transition components: (1) instruction; (2) community experiences; (3) post-school adult living; (4) employment; and (5) daily living skills. Each of these sections begins with a story taken from the follow-up study and presents strategies and resources to assist students similar to those in the story. The educator's manual also includes informal assessment tools for evaluating students, data from the follow-up study, and several appendices. (CR)

ED 407 818 EC 305 578

Guidelines: Governing Local Plans for Gifted Education.
PUB DATE- Jan 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Conflict Resolution; *Educational Planning; Elementary Secondary Education; *Gifted; Individualized Instruction; Professional Development; Program Development; Program Evaluation; School Districts; *School Policy; Services; State Aid; State Legislation; *Student Evaluation; *Student Placement

Designed to assist local school districts, this manual provides high school courses in French because of positive experiences in immersion. Perceived benefits included French fluency, ability to think in different ways, close-knit peer group, and pride in participation in a challenging alternative program. Perceived limitations included a shortage of bilingual content area teachers, restricted course selection, lack of appealing learning resources, limited program support for students having difficulty, and lack of recognition of the immersion program. A four-year followup revealed that all graduated with a bilingual certificate. One was valedictorian of his class and gave his speech in both English and French, and was later selected as top high school scholar in the province. Results suggest the students' "feeling of success" about early immersion experiences and family support were significant factors in immersion persistence. Parent perceptions of their children are also discussed. Contains 14 references. (MSE)

ED 407 838   FL 024 499

Eyring, Janet Louise
Is Project Work Worth It?
PUB DATE- Apr 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Assignments; Classroom Techniques; Cooperation; Curriculum Design; Empathy; *English (Second Language); *Group Dynamics; Higher Education; Instructional Effectiveness; *Research Projects; Second Language Instruction; Student Attitudes; Student Evaluation; *Student Projects; Time Factors (Learning)

A study investigated the utility of project work in university-level English-as-a-Second-Language (ESL) instruction. Projects are defined as assignments that incorporate student input, with content deriving from real second language use through extensive contact with either native speakers or native texts, integrating language skills, and extending over several weeks or more. Three distinguishing features of the approach were a negotiated syllabus, extended research of a single topic, and collaborative assessment. One summer ESL course was conducted using project work, and two conventional ESL classes provided comparison groups. Data were gathered through classroom observation, researcher-student interaction, and student surveys. Results suggest that despite extensive class time devoted to student-centered, project-related activities, neither teachers nor students were fully satisfied with the experience. Anticipated group solidarity and empathy were not experienced. Female students were most responsive to the project approach. Problems of focus were observed, somewhat more in the project group than comparison groups. While the project group was more satisfied than comparison groups, goals accomplished were mostly non-academic: e.g., having a lighter workload. Appended materials include notes on methodology, student questionnaires, a course description, and support materials. Contains 49 references. (MSE)

ED 407 839   FL 024 501

Schraeder, Laura L.
Trading Places: Walking in Their Shoes.
PUB DATE- Aug 96
NOTE- 11p.

Christian, Donna; And Others
Profiles in Two-Way Immersion Education. Language in Education: Theory and Practice 89.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Administrative Organization; *Bilingual Education Programs; *Classroom Communication; *Classroom Environment; Classroom Techniques; Comparative Analysis; Curriculum Design; Educational History; Educational Strategies; Educational Technology; Elementary Secondary Education; *Grouping (Instructional Purposes); *Immersion Programs; Inservice Teacher Education; Institutional Characteristics; Language Role; Language Usage; Library Collections; Oral Language; Parent Participation; Program Descriptions; Program Design; Program Effectiveness; School Districts; Staff Utilization; Written Language
IDENTIFIERS- Arlington Public Schools VA; Chicago Public Schools IL; San Jose Unified School District CA; *Two Way Bilingual Education

This monograph discusses issues in the design and implementation of two-way immersion, or two-way bilingual education programs, and describes three exemplary programs. An introductory section examines briefly the rationale for two-way immersion and the extent of its use in the United States. Three school program profiles follow: (1) Francis Scott Key Elementary School (Arlington County Public Schools, Virginia); (2) River Glen Elementary School (San Jose Unified School District, California); and (3) Inter-American Magnet School (Chicago Public Schools, Illinois). Each profile outlines a program overview, program goals, district and school characteristics, program history, program features (administrative structure, teachers and staff, curriculum, professional development, parent involvement), learning environment (classroom, library resources, technology resources), instructional strategies (separation of languages, language development approach, making content comprehensible, student grouping), student language use (language separation, second language fluency and accuracy, written work), student outcomes (oral language development, academic achievement), and program impact. The final chapter makes comparisons across programs. Contains 51 references. (MSE)

ED 407 859 FL 024 535

Kessler, Carolyn
Authenticity in K-12 ESL Textbooks.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; Educational Strategies; English for Academic Purposes; *English (Second Language); Grade 6; Instructional Materials; Intermediate

Groff, Gerald
English-Only and ESL Literacy in the Workplace: A Review of the Literature.
PUB DATE- May 97
NOTE- 55p.; Master of Science paper, Pennsylvania State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Rights; Court Litigation; English; *Equal Opportunities (Jobs); Federal Legislation; Federal Regulation; *Language Role; Language Usage; Legal Problems; Literacy Education; *Official Languages; *Organizational Communication; Public Policy; State Legislation; *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- Civil Rights Act 1964 Title VII; Equal Employment Opportunity Commission

A study investigated "English-only" policies as they relate to workplace literacy and language use. Literature in four areas is examined and integrated: (1) court cases resulting from English-only policies of several companies; (2) requirements of Title VII of the Civil Rights Act of 1964 and the Equal Employment Opportunity Commission guidelines for its interpretation; (3) workplace English-as-a-Second-Language (ESL) literacy programs; and (4) human resource development literature that reports and interprets development relating to English-only for human resource professionals. It is concluded that a primary justification offered by companies for their English-only policies is the belief that American monolingual speakers of English experience negative feelings when they hear a foreign language, a testable hypothesis worthy of further research. If this claim could be substantiated, it would have important implications for future workplace ESL literacy programs, which could address this issue. Of the sampled workplace ESL literacy programs from the last decade, the great majority have paid little attention to needs assessment in program development. It is recommended that such programs must take a broader view of the workplace as a communication system and address all language-related factors. Contains 110 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 879   FL 801 160

Burt, Miriam
Workplace ESL Instruction: Interviews from the Field.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Cost Effectiveness; Curriculum Design; Educational Needs; Financial Support; Inplant Programs; Instructional Effectiveness; Job Skills; Language Role; Language Usage; Literacy Education; Program Design; Program Evaluation; *School Business Relationship; Second Language Instruction; *Second Language Programs; Teacher Education;

scholarships, exchange information with other students, contact college administrators and faculty, apply to college online, and explore majors and careers. This guide for college-bound students includes the following chapters: (1) "Setting Out on the Internet"; (2) "Basic Facts About the Internet"; (3) "World Wide Web - One Stop Shopping for College Information"; (4) "E-Mail - Communicating with the World on the Web"; (5) "Other College Web Sites To Check Out"; (6) "Financial Aid Facts and Sources on the Net"; (7) "Putting Your College Search in Perspective"; and (8) "Choosing a Major and Building a Career Network on the Net." Appendices include top sites for college searches on the Web, online information and advice about majors and careers, guidelines for finding college home pages, financial aid information, and useful off-campus Web sites. A glossary is appended. (JLS)

ED 407 898 HE 030 146

Walsh, Jim; Trubo, Richard
Everything You Need To Know about College Sports Recruiting. A Guide for Players and Parents.
PUB DATE- 97
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admissions Counseling; Athletes; *College Athletics; College Bound Students; College Choice; Decision Making; High School Students; Higher Education; Post High School Guidance; Scholarships; Student Financial Aid; Student Recruitment

This book is intended to help college-bound student athletes to take advantage of the opportunities in college sports. It describes the recruiting process from the perspective of colleges, explains what is required of the student, and how students and their families can effectively manage the recruiting process to dramatically improve the student's chance of participating in athletics at the college level. Beginning with the decision of pursuing a college goal and an athlete career in college, the book covers all aspects of the preparation process including relations with high school coaches, college recruiters, and personal presentation. The recruiting process is detailed from the institutional and student perspectives. There are hints about preparing for college visits and information for parents. Appendices include a college-bound checklist, the Academic Guidelines of the National Collegiate Athletic Association, the National Letter of Intent, and lists of college contacts, addresses, and telephone numbers. (JLS)

ED 407 899 HE 030 147

Murray, Harry; And Others
Ethical Principles in University Teaching.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; *Codes of Ethics; *College Faculty; Confidentiality; Conflict of Interest; *Educational

This paper describes the Buddy Program for international teaching assistants (ITAs) at Michigan State University (MSU) in East Lansing and presents brief case studies of the program in action. The Buddy Program pairs new ITAs with undergraduates at MSU to help familiarize ITAs with student life at the school and help them assimilate into their new role as teaching assistants. Over the course of 8 weeks the ITA-undergraduate pairs spend about 25 hours together and share life stories, visit student residences and classrooms, and explore such topics as student employment, student academic decision making, extracurricular activities, how students study, teacher-student interaction, and optional topics. Vignettes illustrate how ITAs come to appreciate the differences and similarities between student life at MSU and in their home countries. (MDM)

ED 407 919 HE 030 167

Hativa, Nira
Teaching in a Research University: Professors' Conceptions, Practices, and Disciplinary Differences.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; *Educational Attitudes; Foreign Countries; Higher Education; Humanities Instruction; *Intellectual Disciplines; Mathematics Instruction; *Research Universities; Science Instruction; Social Sciences; Teacher Education; *Teacher Motivation
IDENTIFIERS- Faculty Attitudes

This study surveyed faculty at an elite private research (Ivy League) university on their attitudes toward teaching and their teaching practices. A total of 115 faculty from several schools within the university completed a 68-item questionnaire on how they learned to teach, what motivated them to invest time and effort in their teaching, what were their conceptions of the goals of undergraduate instruction in their respective departments, what teaching methods they used, and what were their perceptions of the material they taught. The large majority of faculty reported that they did not receive any orderly, systematic preparation for university teaching, with the primary source of their pedagogical knowledge being their own classroom experiences as teachers. Internal satisfaction and positive student feedback were the prime motivators for investment in teaching, and most respondents used the lecture method of instruction. Providing students with current domain-related knowledge was not highly rated as a goal. Faculty in mathematics, the sciences, and engineering reported more departmental emphasis on teaching than faculty from education, the humanities, and social sciences, and also reported more use of problem-solving and writing on overhead projectors or blackboards in the classroom. (Contains 36 references.) (MDM)

ED 407 920 HE 030 168

Mulvey, Patrick J.; And Others
Enrollments and Degrees Report.
PUB DATE- Apr 97
NOTE- 14p.
LANGUAGE- English

they contribute to mailing lists, organize new centers, and bring in new members; (3) there are two types of leaders--those who want to advance themselves, and those who want to advance the community; (4) new teachers are more able to advance themselves than veteran teachers; (5) some leaders lack basic skills of organization and management; (6) short-term leaders are easier to find than long-term leaders; (7) leadership takes time--teachers are often prevented from becoming leaders because of time constraints; (8) leadership of content is relatively easy compared to leadership of processes; (9) virtual communities facilitate leadership for some, but inhibit leadership for others; and (10) leadership in a virtual community calls for a different mix of leadership qualities. (Contains 10 references.) (Author/SWC)

ED 407 938   IR 018 341

Plotnick, Eric
Concept Mapping: A Graphical System for Understanding the Relationship between Concepts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Mapping; *Cognitive Structures; *Computer Graphics; Computer Software; Concept Formation; *Concept Mapping; Diagrams; Educational Technology; *Knowledge Representation; *Visual Aids
IDENTIFIERS- ERIC Digests

This ERIC Digest discusses concept mapping, a technique for representing the structure of information visually. Concept mapping can be used to brainstorm, design complex structures, communicate complex ideas, aid learning by explicitly integrating new and old knowledge, and assess understanding or diagnose misunderstanding. Visual representation has several advantages: (1) visual symbols are quickly and easily recognized; (2) minimum use of text makes it easy to scan for a word, phrase, or general idea; and (3) visual representation allows for development of a holistic understanding that words alone cannot convey. A wide range of computer software for concept mapping is now available for most of the popular computers used in education. Computer support for concept mapping facilitates ease of adaptation and manipulation, dynamic linking, conversion, communication, and storage. "Inspiration" is currently one of the most popular computer software programs for creating concept maps. (Contains 13 references.) (AEF)

ED 407 939   IR 018 342

Boverie, Patricia; And Others
Live vs. Taped: New Perspectives in Satellite-Based Programming for Primary Grades.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Case Studies; Communications Satellites; Computer Mediated Communication; *Distance

Boston.; Boston Mayor's Office of Jobs and Community Services, MA.
PUB DATE- 95
NOTE- 60p.; Issue prepared by the Boston Inquiry Collaborative on Learning Disabilities and Lack of Progress.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Students; Cognitive Processes; Dyslexia; English (Second Language); High School Equivalency Programs; *Learning Disabilities; *Literacy Education; Reading Difficulties; Reading Instruction; Remedial Reading; Second Language Instruction; Teaching Methods; Writing Difficulties; Writing Instruction

This issue focuses on learning disabilities of adult literacy students. The 11 papers in the journal were developed from research done by the authors at an intensive summer institute in 1994. After an introduction and a description of the summer institute (Martha Merson), the following papers are included: "Lucie: Is She or Isn't She?" (Meryl Robin Becker); "Learning Styles and Their Validity in the ESL Classroom" (Jessica Spohn); "Reaching ESL Students: The Multiple Intelligences Instrument" (Katherine Dullea Hogan); "Using the Multisensory Game 'WORDS'" (Janice Forcellese); "Starting to Read: A Dyslexic Experience" (Ilda Montoya); "The Penalties of Illiteracy for the Non-Reading Detainee" (Betsey Webber); "Developing Educational Self-Esteem" (Lea Campolo); "Learning Abilities" (Lareese Hall); "An Ideal Student's Lack of Progress, or Snowshoveling in Unfamiliar Territory" (Martha Merson); "Finding the Key: The Educational Autobiography and Theory of Multiple Intelligences" (Cara Streck); and "Words to the Curious" (Lindy Whiton). (KC)

ED 407 494 CE 073 873

Catching Ourselves in the Act: Writing about Teaching Writing.
SPONS. AGENCY- Massachusetts State Higher Education Coordinating Council, Boston.; Massachusetts State Dept. of Education, Boston.; Boston Mayor's Office of Jobs and Community Services, MA.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; English (Second Language); *Essays; High School Equivalency Programs; Learning Disabilities; *Literacy Education; Second Language Instruction; *Teaching Methods; Writing Difficulties; *Writing Instruction

This issue features articles by adult basic education (ABE) practitioners within the field about their approaches to teaching essay writing. In preparing this issue, nine teachers attempted to "catch themselves in the act" of teaching essay writing and subsequently document their approaches and questions. Most of the articles explain how a student essay came about. The other articles look reflectively at what teaching, especially teaching essay writing, has taught them. All of the essays reflect classroom moments. The issue also includes several essays by and photographs of students. After an introduction (Martha Merson), the following nine essays are included: "Talking through an Essay: Organizing What Your Students Want to Say" (Allison Hoskins); "Bumps and Potholes:

ED 407 512 CE 073 911

Small Business in School-to-Work Partnerships. Resource Bulletin.
PUB DATE- Jan 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cooperative Programs; *Education Work Relationship; High Schools; *Institutional Cooperation; Parent School Relationship; Program Implementation; *School Business Relationship; *Small Businesses

Small businesses represent a resource of tremendous potential for school-to-work partnerships. Work in small businesses exposes students to many facets of running a businesses, and small businesses are creating most of the new jobs in the United States. On the other hand, small businesses have had limited involvement in school-to-work programs because they have few job openings, have limited or no human resource staff to work with school-to-work partners, and often are not aware of school-to-work opportunities because of the daily demands of running a business. Several strategies have been recommended by practitioners to increase small business involvement in school-to-work systems: (1) personal networks; (2) financial incentives; (3) employment specialists; and (4) intermediary organizations, such as national and local business councils and civic clubs. Effective practices in small business involvement in school-to-work are exemplified by the East San Gabriel Valley Regional Occupational Program in Los Angeles and the Capital Area Training Foundation in Austin, Texas. (Contains 12 references.) (KC)

ED 407 513 CE 073 912

Incorporating a Youth Development Perspective into School-to-Work Systems. Resource Bulletin.
PUB DATE- Mar 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Dropout Prevention; Dropouts; *Education Work Relationship; Educational Resources; *Educational Strategies; High Risk Students; High Schools; *Individual Development; Labor Force Development; Program Development; Program Implementation; School Business Relationship; Youth Opportunities; *Youth Programs

Both the school-to-work system and youth development theory emphasize preparing youth for adulthood. They share the following characteristics: prevention of problem behaviors, a belief that young people develop by learning actively and in context, a conviction that young people need opportunities to interact with and be respected by adults who regard them with high expectations and broad local partnerships. The youth development perspective offers an important resource for local and state school-to-work practitioners and policy makers, and school-to-work practitioners are recognizing and integrating into their systems the principles and strategies of youth development, such as the following: (1) opportunities for active and self-directed learning; (2) opportunities to take on new roles and responsibilities; (3) ongoing emotional support from adults and peers; (4) ongoing motivational support from adults; (5) ongoing access to strategic support and social networks; and (6) community partnerships. An example of

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Characteristics; Annotated Bibliographies; *Education Work Relationship; Educational Practices; *Leadership; *Leadership Qualities; Leadership Styles; Program Administration; Secondary Education; Systems Approach; *Vocational Education

Leadership is a key ingredient in school-to-work system building. School-to-work systems represent an attempt to create a new administrative structure that integrates many formerly disparate programs, partners, and agencies and an attempt to change traditional institutions and views of education in profound ways. To accomplish those goals, school-to-work system executives must possess the skills of both inspirational leaders and accomplished managers. School-to-work leaders must foster an atmosphere conducive to collaboration by encouraging trust, flexibility, and acceptance of change and making collaboration a win-win situation for everyone involved. Many effective school-to-work executives create structures and processes designed to make empowerment a practice as well as a principle. Successful executives develop a shared vision and comprehensive strategy for their reform effort. They must also possess a willingness to experiment, thorough understanding of change, and commitment to learning. Examples of effective leadership in school-to-work systems may be seen in the following organizations/programs: Boston Private Industry Council in Massachusetts; East San Gabriel Valley Regional Occupational Program in West Covina, California; and Kalamazoo Country Education for Employment Program in Kalamazoo, Michigan. (Contains 13 references and an annotated list of 13 resource organizations. (MN)

ED 407 534 CE 073 934

Logan, Joyce
Competency-Based Adult Education: A Curriculum Model.
PUB DATE- 25 Mar 97
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Basic Education; Competence; *Competency Based Education; Curriculum; *Curriculum Development; Models; Records (Forms); State Curriculum Guides; *Statewide Planning
IDENTIFIERS- *Kentucky

The Kentucky Competency-Based Adult Education (KCBAE) curriculum was developed over a 3-year period and ultimately distributed to all Kentucky adult education and literacy programs in 1995-96. Sixteen competency/duty areas define the subject content. Although each duty area is divided into three skill levels (beginning and intermediate adult basic education and adult secondary education), grade levels are de-emphasized out of consideration for the wealth of experience and knowledge adults bring to classes regardless of their academic skills. The curriculum features a comprehensive assessment plan designed to provide information about learners' initial abilities at entry into the curriculum, monitor their progress, and measure their performance upon completion of the program. The curriculum was successfully field tested at 14 sites in Kentucky and 3 sites in West Virginia. (Appendixes constituting approximately 75% of

Schools); Charles W. Brown, III (Berean University); Rachel Principe (The Boyd School); Joyce Todd (California College for Health Sciences); Francis X. Enderle (Catholic Distance University); Jennifer Freeman (Cleveland Institute of Electronics); Robert M. Frey (College for Financial Planning); Patricia Ann Steele (Gemological Institute of America); Steve S. Cerowski (Grantham College of Engineering); Rebecca Jane Greavu (Home Study International); Harry and Sandra Van Horn (Hospitality Training Center); Steven Smull (ICS Learning Systems); Tan Guat Hiang (International Management Centre); John O. Miller (ISIM University); Shawn C. Hughes (Marine Corps Institute); Carol A. Berryhill (National Institute for Paralegal Arts and Sciences); Catherine H. Hoffman (Stenotype Institute of Jacksonville, Inc.); Matt Brown (Trans World Travel Academy); David T. Drum (U.S. Coast Guard Institute); and Joseph D. Laskowski (World College). (YLB)

ED 407 553 CE 073 986

Thompson, Jack
Testing Home Study Advertising. NHSC Occasional Paper Number 4.
PUB DATE- Sep 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advertising; Case Studies; *Correspondence Study; *Distance Education; Field Tests; *Home Study; Standards
IDENTIFIERS- *Educational Marketing; *Market Research; National Home Study Council

This document, which is intended for individuals responsible for advertising at National Home Study Council (NHSC) schools, explains how to test home study advertising. Presented first are the success stories of four NHSC schools that experienced significant enrollment increases and/or cost savings by testing their advertisements. Discussed next are the following caveats that must be considered before beginning the testing process: ensure that the market for the school's course(s) is as strong/viable as possible; select the correct medium for testing; ensure that the school's overall proposition as a school is sound and has both genuine and perceived value; and delegate responsibility for advertising (and testing) to a single individual. The NHSC's business standards regarding tuition price/terms, advertising copy, and new course ideas are outlined. The processes of determining what to test and conducting split-run testing are explained along with the following rules for conducting tests: establish controls; test more than one medium; segment the audience; use proper codes; don't cheapen the school's proposition; and allow adequate time for the test. The questions of how many mailings to test and how often to test advertisements are explored, and the process of setting up a test is illustrated. (MN)

ED 407 554 CE 073 987

McKeown, Mary
Conducting Graduate Surveys. NHSC Occasional Paper Number 5.
PUB DATE- Jan 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Development; *Educational Change; Evaluation Methods; Higher Education; Mission Statements; Models; *Preservice Teacher Education; Secondary Education; Student Evaluation; Teaching Methods; Tests; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- ERIC Digests

Until 1993, the discussion of teacher education reform in the literature was limited to individual authors' suggestions for a vocational education response to reform initiatives and comments on the problems posed by pressures for reform. Debate on how to pursue excellence in vocational teacher education programs focused on vocational education's mission, audience, and delivery. Sharp (1996) recommended changing education so future teachers can develop a core work force with technical and interpersonal skills. Miller (1996) asserted that the mission of vocational education should be based on the principles of constructivism. Vocational education's changing audience was another impetus for change in vocational teacher education. Hartley et al. (1996) proposed a restructured teacher preparation program incorporating integrated content, partnerships with business, and applied technology. Biggs et al. (1996) would require teachers to develop new teaching methods suitable to their new roles as collaborators, facilitators, and lifelong learners. Johnson and Wentling (1996) recommended abandonment of the traditional testing culture for an "assessment culture." A proposed 21st-century model for vocational teacher education consists of assessment, curriculum framework, standards of knowledge and practice, principles of vocational and technical teacher education, and philosophical foundations. The need for lifelong professional development was another important theme in the reform literature. (Contains 17 references.) (YLB)

ED 407 573 CE 074 011

Kerka, Sandra
Constructivism, Workplace Learning, and Vocational Education. ERIC Digest No. 181.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Development; Cognitive Structures; Concept Formation; *Constructivism (Learning); Corporate Education; *Educational Development; Integrated Curriculum; *On the Job Training; Postsecondary Education; Problem Solving; Secondary Education; Tech Prep; *Vocational Education
IDENTIFIERS- ERIC Digests; *Situated Learning

Constructivism suggests a way to restructure the learning environment to make the transfer of learning from school to work settings more effective. The theory rests on the notion that learners actively construct knowledge by integrating new information and experiences into what they have previously come to understand. Using a constructivist approach, teachers facilitate learning by encouraging active inquiry, guiding

ED 407 590 CE 074 047

Working with Learning Outcomes: An Introduction. Draft.
PUB DATE- Mar 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Adult Students; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Evaluation Criteria; Foreign Countries; Information Utilization; Instructional Development; *Literacy Education; Numeracy; *Outcome Based Education; Problem Solving; *Student Evaluation; Verbal Communication
IDENTIFIERS- *Canada

This booklet, which is intended for literacy practitioners and other educators across Canada, synthesizes the experiences of Literacy Link Eastern Ontario and the Huron-Perth Literacy Committee in working with learning outcomes. After a brief discussion of the booklet's organization, a three-level system of foundation outcomes is proposed as the basis of a learning outcomes-based approach to helping adult students develop basic communications and numeracy skills. Examined next are strategies for getting started with learning outcomes, assessing learners' achievements, and identifying skill gaps and developing individual training programs. The remaining two-thirds of the booklet is a guide to recognizing foundational adult learning based on the following sample communications and numeracy learning outcomes: read with understanding for various purposes; speak and listen effectively; write clearly to express ideas; research and use information; perform basic operations with numbers; use measurement for various purposes; solve geometric problems; manage data and probability; and use patterning and algebra. Suggested demonstrations (tasks instructors can observe learners doing), criteria (statements describing how well or under what conditions outcomes are achieved), and troubleshooting strategies (ideas for helping learners who are experiencing difficulty achieving the learning outcomes) are listed for each learning outcome. (MN)

ED 407 591 CE 074 048

Elias, Willem, Ed.; And Others
Truth without Facts. Selected Papers from the First Three International Conferences on Adult Education and the Arts.
PUB DATE- 95
NOTE- 421p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Adult Education; Adult Programs; Aesthetics; *Art Education; Citizenship Education; Community Education; Continuing Education; Correctional Education; Drama; *Educational Objectives; *Educational Practices; *Fine Arts; Foreign Countries; *Humanities; International Educational Exchange; Literature; Models; Multicultural Education; Museums; Political Socialization; Popular Education; Role of Education; Social Development; Teacher Student Relationship; Values Education; Visual Arts
IDENTIFIERS- Belgium; Canada; Netherlands; Scotland; South Africa; United States

NOTE- 139p.; For a related document, see ED 378 412.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; Competence; Dropout Rate; *Educational Certificates; Educational Research; Employment Patterns; Followup Studies; Foreign Countries; Job Skills; Outcomes of Education; Postsecondary Education; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Secondary Education; *Student Attrition; *Student Certification; Student Educational Objectives; Vocational Education; Withdrawal (Education)
IDENTIFIERS- *General National Vocational Qualif (England)

A 1993-97 study researched the evolution of Intermediate and Advanced General National Vocational Qualifications (GNVQs) in Britain. Data were collected from a nationally representative sample of 225 centers; 5,100 GNVQ students were surveyed individually. Findings indicated that, of the 5 original and 10 added GNVQ subjects, GNVQ programs were dominated by 4 of the original 5: Art & Design, Business, Health & Social Care, and Leisure & Tourism. GNVQs had become a major vehicle for direct competition between schools and colleges. Group sizes varied enormously among GNVQ centers. Students' rate of progress was extremely variable and associated with the institution they attended. GNVQ students at both Intermediate and Advanced level were overwhelmingly young and full time. GNVQ students evinced virtually no interest in combining their studies with National Vocational Qualifications (NVQs). The dominant aspiration of Intermediate and Advanced GNVQ students was for further study. Completion rates for Intermediate and Advanced GNVQs were low. Over three-quarters of Intermediate GNVQ completers proceeded to further study. The majority of previous Intermediate and Advanced students were working in areas unrelated to their GNVQ subject. Overall, GNVQs had achieved some aims: they provided vocational programs and were an accepted route into higher education. They had not achieved the objective of equal standing with academic qualifications at the same level and were not clearly related to occupationally specific NVQs. (Appendixes include a 35-item bibliography and data charts.) (YLB)

ED 407 610 CE 074 136

Graham, Steve; Donaldson, Joe
Comparing Adult Students' Growth in College to that of Traditional Students.
PUB DATE- 27 Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Career Development; Colleges; Comparative Analysis; Educational Research; Higher Education; *Intellectual Development; Nontraditional Students; *Outcomes of Education; Student Organizations; Student Participation

The new ACT College Outcomes Survey was used with a national sample of 9,348 undergraduate students to evaluate the effects of the college environment on academic and intellectual development. It compared the outcomes for adult learners with those for younger students. An index score was created that considered both the progress the students reported as well as

NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement; Adolescents; Drug Use; *High School Students; High Schools; Interpersonal Relationship; *Stress Variables; *Student Attitudes; *Student Problems; Youth Problems
IDENTIFIERS- *Adolescent Attitudes; *Perceived Environment

Adults many times misunderstand adolescence and the problems from which adolescents suffer. However, there are few quantitative studies that have evaluated the prevalence of "common" teenage problems. To address this lack of hard data concerning perceived high school/adolescent problems, a study was commissioned to determine student-perceived problems in high schools. It was hypothesized that major problems in the high school would be drug abuse, physical abuse, and peer/social problems. To test this hypothesis, 798 students in grades 8-11 responded to a survey. Results indicate that the top five reported problems were achievement, stress, drug use, friends, and family. Physical abuse was not a frequently reported problem. Significant effects for student gender and grade level were associated with the perceived problems of drug use, with drug use being a more common problem among males. More females than males indicated problems with friends and family; the lack of significant main effects for grade level on family and friend problems suggests that these problems stay relatively constant throughout the adolescent years. The lack of sex differences for problems related to achievement and stress may suggest that these problems are general for adolescents. The study survey is appended. (Author/RJM)

ED 407 629 CG 027 711

Young, Jen; And Others
The Effectiveness of High School Peer Helper Training.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Conflict Resolution; *Helping Relationship; *High School Students; High Schools; Interpersonal Communication; *Peer Counseling; *Program Effectiveness; Self Esteem; *Training
IDENTIFIERS- *Training Effectiveness

Although anecdotal evidence supports the usefulness of peer helper programs and related training, there is little published quantitative data on the effectiveness of peer helper training. The purpose of the present study was (1) to examine whether or not training for a peer helper program provided student mediators with the essential skills needed to counsel other students, and (2) to assess the overall confidence level of the peer helper trainees. A survey was administered to peer helpers immediately before and after training. The participants came from grades 8-11 and most were from middle- to upper-class backgrounds. The questionnaire that was used provided a baseline measurement of the peer helpers' confidence levels. It was hypothesized that the peer helper training would prepare the selected students to mediate conflicts in the high school. The most important finding of the survey was the significance of the perceived value of the training program; students felt adequately prepared to be effective peer helpers. Trainees also students' work, and interviews with the students and their parents. Results indicated that (1) two of the boys sat still and focused on literacy activities as they absorbed information and transferred it to their own literacy development; (2) another boy sat fairly still, but his eyes and mind did not necessarily focus on the task at hand; while (3) the fourth boy's "wriggling" in group activities did not necessarily mean that he was not focused. Findings suggest that teachers cannot assume that because students are fairly still they are necessarily focused, or that because they are wriggling, they are not focused. (Contains 23 references. Appendixes contain observation forms, interview questions, the parent questionnaire, and sample letter identification score sheets.) (RS)

ED 407 649   CS 012 782

Iowa State Staff Development Practitioner Research Reports 1995-1996.
PUB DATE- 96
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Attendance Patterns; Community Colleges; Correctional Education; *English (Second Language); *Family Literacy; High School Equivalency Programs; *Reading Attitudes; Reading Interests; Reading Research; Student Attitudes; Student Needs; Volunteers
IDENTIFIERS- Conversation; *Iowa

This booklet presents a collection of seven practitioner research reports conducted by individuals employed through adult basic education (ABE), Graduate Equivalency Diploma (GED), and English as a second language (ESL) programs and funded by the Iowa State Staff Development Committee. The practitioner research presented in the collection gives the teacher, tutor, and/or administrator insights into the area of their interest and concern, through interviews, questionnaires, journaling, and observation. The following research reports are included: (1) "Family Literacy Survey" (Gloria Stigler); (2) "What Strategies Can Best Respond to the ESL Students' Needs for Language, Support, and Community?" (Else Schardt); (3) "Reading Maturity" (Betty Dunn); (4) "How Do Our Graduates See Our Program?" (Lois Banse and others); (5) "Attributions Associated with Attendance: Insights into Attaining and Retaining Students in ESL/ABE" (Cindy Wilberding); (6) "NIACC Northern Iowa Area Community College Volunteer Conversation Partner Program" (Colleen Hovinga); and (7) "Attitudes toward Educational Opportunities for Iowa Prison Inmates" (Dianna Ball). Individual chapters contain references. (RS)

ED 407 650   CS 012 784

Smith, Sally A.
Book Club is "Da Bomb": Early Adolescent Girls Engage with Texts, Transactions, and Talk.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Attitude Measures; Classroom Techniques; Elementary Secondary Education; *English Instruction; *Literacy; Reading Material Selection; School Surveys; *Sex Differences; Sex Role; Sexism in Language; Student Behavior; *Teacher Attitudes
IDENTIFIERS- *Gender Issues

A study examined literacy professionals' interest in gender issues in literacy education. A total of 1,519 K-12 teachers; reading specialists; teacher educators in reading, language arts, and related fields; library media specialists; and school administrators who make policy decisions related to literacy education completed a survey. Results indicated that: (1) 87% of respondents identified themselves as White/Caucasian/European American, and 82% supported an eclectic approach to literacy instruction that combines basic skills with whole language; (2) 85% were somewhat to very interested in knowing about gender issues in literacy education; and (3) 52% thought that the behavior of boys and girls is determined by biological/physiological determinants as well as sociocultural factors. Responses to seven teaching scenario items indicated that educators were least enthusiastic about the scenario that called for discussions of sexist language, the scenario where a non-traditional school text was used to examine how males and females are portrayed, and the scenario that encouraged boys and girls to identify with characters of their sex during a class discussion. Two of the four scenarios that educators preferred do not deviate from what is commonly viewed as appropriate curriculum for middle and high school teaching. The remaining two scenarios were found acceptable to many educators: monitoring equal participation by males and females in discussions and including the works of those men and women considered non-mainstream in the curriculum. (Contains three tables of data.) (RS)

ED 407 670 CS 012 832

Nichols, William Dee; And Others
A Cross Sectional Comparison of the Relationship between Decoding Components, Conceptual Knowledge, and Metacognitive Knowledge to Reading Comprehension for Readers in Grades Four and Five.
PUB DATE- Mar 97
NOTE- 77p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Decoding (Reading); Grade 4; Grade 5; Intermediate Grades; *Metacognition; Prior Learning; *Reading Comprehension; Reading Research; Reading Strategies; *Word Recognition
IDENTIFIERS- *Strategic Knowledge; Strategic Reading; *Text Processing (Reading)

The influence of word recognition and conceptual knowledge on readers' comprehension of narrative text has become a fundamental assumption associated with text processing in the primary grades. Features of conceptual knowledge such as prior knowledge, content knowledge, domain knowledge, and discourse knowledge are believed to be significant contributors to reading comprehension in the primary grades. A study examined the relationship among the phases of decoding, the constructs

EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; *Cultural Differences; *Diversity (Student); Economics Education; Elementary Secondary Education; Feminism; Higher Education; Mathematics Education; *Multicultural Education; Religious Differences; Social Studies
IDENTIFIERS- *Response to Literature

This book presents descriptions of 17 courses in education, the humanities, social sciences, business, and the arts that acknowledge cultural diversity and invite students to understand and respect that diversity. Many of the courses focus on student-centered approaches to instruction. Following an introduction by the editors, syllabi in the book are "Ways of Coexisting: Urban and Global Communities" (Frederick J. Baker); "No More 'Teaching as Usual'" (Dianne Bowcock); "Understanding Diversity: Urban Education at Bloomsburg University" (Mary Harris); "Introduction to Multicultural Education" (Savario J. Mungo); "Alike and Different: Teaching Children to Value Cultural Diversity" (Mona S. Johnston); "Power Made Real: Literary Responses to Race, Class and Gender" (Ann M. Frank Wake); "In Their Own Words: The Literature of Displacement Links between African and African Diaspora Writing" (Nada Elia); "Multicultural Approaches to College Writing" (Kathleen M. Herndon and Priti W. Kumar); "Beliefs and Believers: A Multicultural Approach to Religious Diversity" (John K. Simmons); "Feminism and Ethics: The Course and Its Construction" (Susan A. Martinelli-Fernandez); "Diverse Meanings: Challenges and Complexities of Multicultural Teaching" (Loretta Kensinger and Priya A. Kurian); "A Cross-Cultural Survey of Art History: Challenging Assumptions about Art" (Joanne E. Sowell); "Strategies and Techniques for Multicultural Teaching in Undergraduate Courses" (Thomas J. Gerschick and Georgeanne Rundblad); "Module for Asian Studies: Introduction to Economics" (George Wasson); "Diversifying 'Introduction to United States Government'" (Loretta Kensinger); "Project Gain: Get Ahead in Nursing" (Lorraine D. Williams); and "Dealing with Diversity: A Teleclass" (J. Q. Adams). The book also presents a review by Avril von Minden of the book "New Directions for Equity in Mathematics Education" and "Multicultural Mathematics Education: Annotated Bibliography" (Avril von Minden and Lorri Kanauss). (RS)

ED 407 690 CS 509 498

Teven, Jason J.; McCroskey, James C.
The Relationship of Perceived Teacher Caring with Student Learning and Teacher Evaluation.
PUB DATE- Nov 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Communication Research; Higher Education; *Instructional Effectiveness; Learning Processes; *Student Evaluation of Teacher Performance; Student Surveys; *Teacher Behavior; *Teacher Characteristics; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Caring; Learning Environment; *Student Perceptions of Teacher

organizational capacity was found in favor of magnet schools, the variance accounted for was a modest 7.07 percent. Moreover, only two of the five dimensions of organizational capacity--organizational structures and management, and resources--accounted for differences in organizational capacity between magnet and nonmagnet schools. Choice in and of itself appears to only go so far in terms of enhancing organizational capacity and schools for all children because resources are controlled at the district level. Most importantly, it appears that the dimension of organizational capacity on which no differences were found may have the most influence on student performance. In summary, it appears that choice enhanced the dimensions of organizational capacity that are the most directly altered and for which there is least evidence of possible impact on student performance. Three tables are included. (Contains 31 references.) (LMI)

ED 407 710 EA 028 334

Carruthers, William L.
Doubly Damned: What Happens When Students Are Suspended from School for the Remainder of the Year.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Probation; Discipline Policy; *Discipline Problems; Enrollment; High School Students; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; *Persistence; *Suspension; Withdrawal (Education)
IDENTIFIERS- Middle School Students; *Wake County Public School System NC

During the 1995-96 school year, 425 middle and high school students in one school district received suspensions for the remainder of the school year from their regular schools. In an exploratory followup of outcomes for these students in the 1996-97 year, three groups were identified: one group of 109 students who were allowed to enroll at alternative learning centers (ALC); one group of 158 students who had the choice to attend these centers but did not enroll; and one group of 158 students who were prohibited from enrolling at the ALCs. An analysis of how these groups compared found that those who attended the ALCs returned the next year to enroll in regular schools at a significantly higher rate than did students in either of the other groups. One subset of ALC students--those dismissed from the program before the year was finished--fared especially poorly during the 1996-97 school year. Seventeen tables and five figures are included. (LMI)

ED 407 711 EA 028 335

Slee, Roger
Theorizing Discipline - Practical Research Implications for Schools.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

Parental Involvement in a Majority/Minority Context: Lessons from the Field.
PUB DATE- Oct 96
NOTE- 48p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Hispanic Americans; Minority Groups; *Parent Participation; *Parent School Relationship; *Participative Decision Making; *School Attitudes; *School Based Management; School Involvement
IDENTIFIERS- Hispanic American Students

During the last decade, educators have begun attaching new importance to involving parents in education. This paper presents findings of a study that addressed parental involvement in site-based decision making (SBDM) in schools in which minority students were becoming the predominant student group. The study focused on 2 rural elementary schools in the south central United States; over 90 percent of the student population at each site was Hispanic. Methodology included interviews with teachers, administrators, and parents; field observation; and document analysis. The paper provides an overview of parent involvement as perceived by parents, teachers, and administrators; highlights parent involvement in curriculum and instructional decision making; and describes the factors that may promote or inhibit the role of parents as decision makers. Findings include the following: (1) Principals and teachers who do not recognize the need to redefine the traditional roles of stakeholders will not succeed in the implementation of SBM; (2) a change in school culture that moves away from a "protective model" and seeks to overcome "the cultural constraints problem" is necessary; (3) principals must work to establish a school climate that makes all parents feel welcome and that they have something positive to contribute; (4) schools must be places where principals work to provide a wide variety of parental involvement roles; and (5) schools must clearly state the parental role and expectation for parental involvement in site-based decision making. Appendices contain survey findings. (Contains 53 references.) (LMI)

ED 407 729 EA 028 358

Cheng, Yin Cheong
A Framework of Indicators of Education Quality in Hong Kong Primary Schools: Development and Application.
PUB DATE- Apr 97
NOTE- 50p.; Paper presented at the Asia-Pacific Economic Cooperation Education Forum on School-Based Indicators of Effectiveness (Quilin, China, April 13-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Environment; *Educational Quality; Effective Schools Research; *Evaluation Criteria; Foreign Countries; Primary Education; *School Effectiveness
IDENTIFIERS- *Hong Kong

There is a strong need to understand, monitor, and enhance educational quality. This paper reports on a project that developed a framework of indicators for monitoring educational

School Funds; *State Federal Aid
IDENTIFIERS- *Elementary Secondary Education Act Title I

The revisions in this document address how state education agencies (SEAs) allocate Title I, Part A funds to local education agencies (LEAs) for school year 1997-98. The changes reflect requirements in the Title I statute and regulations published in the "Federal Register" on July 3, 1995, that take effect for the first time in 1997-98. Guidance concerning how a LEA allocates funds to school attendance areas within the school district is unchanged from that issued earlier by the U.S. Department of Education. This document outlines specific steps in the allocation process and provides examples that illustrate how certain procedures may be carried out. The document contains illustrative but not necessarily exclusive guidance regarding Title I allocation requirements. Answers to 34 commonly asked questions are included. (LMI)

ED 407 746 EC 305 190

The Treatment of Special Education in Charter School Legislation.
PUB DATE- Sep 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Charter Schools; *Disabilities; Disability Discrimination; *Educational Legislation; Elementary Secondary Education; Equal Education; School Districts; *Special Education; *State Legislation; Student Rights

This policy brief reports on an analysis of the legislation establishing charter schools in the 19 states that had such legislation as of December 1995. It identifies provisions in the state legislation which specify anti-discrimination policies and clauses, the inclusion of students at risk or students with disabilities, fiscal provisions, personnel requirements, and transportation needs. It identifies three issues for policymakers to consider when reviewing or adopting charter school legislation: (1) whether the rights of students with disabilities are protected under the charter school legislation; (2) whether the charter school legislation has the "effect" of discriminating against students with disabilities; and (3) whether the programmatic needs of students with disabilities are adequately considered. The policy brief distinguishes between strong charter legislation which provides the greatest autonomy for the charter school and weak legislation which limits the schools' flexibility and retains greater authority in the local school boards. It concludes that states with strong charter legislation (such as Arizona, California, Colorado, Delaware, and Texas) are more likely to have legislation which addresses the needs of students with disabilities in their legislation than states with weak charter school legislation (such as Alaska, Arkansas, and Georgia). A chart compares the legislation in the 19 states with reference to students with special needs. (DB)

ED 407 747 EC 305 304

Wolery, Mark
Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Clinical Internship Training Program in Psychiatric Vocational Rehabilitation.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 96
NOTE- 2349p.; Selected chapters separately analyzed, see EC 305 483-485. Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF21/PC94 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Exploration; *Clinical Experience; *Clinical Teaching (Health Professions); *Counselor Training; *Disabilities; Higher Education; Internship Programs; Psychological Evaluation; Recordkeeping; *Rehabilitation Counseling; Technical Writing; *Vocational Rehabilitation
IDENTIFIERS- *Job Clubs; Psychiatric Rehabilitation

This manual has been designed for university-based training programs in rehabilitation counseling, psychiatric rehabilitation field sites, and other potential training sites and community programs, that may wish to implement a clinical training program in psychiatric/vocational rehabilitation. The manual is formatted to follow the trainee/student from entry into a field site training program until the completion of that program, typically of six months duration. The manual covers the following topical areas: general field site orientation procedures, documentation of the internship experience itself, record keeping and medical record issues, the processes of assessment and counseling, implementing education/training or employment options with clients, post-employment and follow-along services, and matters pertaining to case closure and student/trainee issues. Each of the topical areas have accompanying instructional materials. There are also complete manuals in psychometric assessment, report writing, treatment planning, and job club implementation. An instructional videotape is included that portrays the implementation of the job club model with persons who have a psychiatric disability (50 minutes) and the realities of financial disincentives to employment (25 minutes). In addition, there is a complete seminar series which includes lectures, reading materials, and case study exercises. (CR)

ED 407 765 EC 305 483

Slomka, Gregory T.
Functional Assessment.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 96
NOTE- 55p.; Section 10.4 of "Clinical Internship Training Program in Psychiatric Vocational Rehabilitation"; see EC 305 482.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Rating Scales; Check Lists; Definitions; *Evaluation Methods; *Mental Disorders; *Performance Based Assessment; Psychiatry; Resource Allocation; Skill Development; *Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Functional Assessment; Psychiatric Rehabilitation

This report provides an overview of the use of functional assessment in the evaluation of individuals with psychiatric

Education
IDENTIFIERS- *Alberta

Designed to assist Alberta (Canada) school authorities in preparing applications for special education funding, this handbook describes the types of special education funding available, how to apply for special education funding, and how applications for special education funding are monitored. An introduction explains that school boards and schools are expected to use a portion of the Basic Instruction Funding, plus any additional funding received for students with special needs, to establish appropriate programs and services for all students with special needs. The report then provides: (1) a chart of the types of special education funding available; (2) a summary chart of special education funding with descriptions of how the funding is provided, including eligibility and funding amounts; (3) the procedures for obtaining and processing different types of funding (including basic instruction funding, severe disabilities funding, institutional funding, regional assessment services, early childhood services, basic instruction and severe disabilities funding for private schools, and resident students of the government in private schools); (4) definitions of students with special needs; (5) funding program codes and student codes; and (6) the funding rate schedule for the 1996-97 school year. (CR)

ED 407 783 EC 305 542

ECS Program Unit Funding: A Handbook for ECS Operators, 1996-97.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Early Childhood Education; *Early Intervention; Eligibility; *Financial Support; Foreign Countries; *Program Administration; *School Funds; *Severe Disabilities; Transportation; Young Children
IDENTIFIERS- Alberta

This handbook discusses the Program Unit Funding that is provided to approved Early Childhood Services (ECS) operators in Alberta (Canada) for children with severe disabilities who require additional support above that offered in a regular ECS program. Funding is available for a maximum of 3 years for each eligible child who is two and a half years of age to less than six years of age on September 1. An overview of the funding is provided, followed by chapters that address: (1) basic requirements of Program Unit Funding; (2) how to fill out the application for Program Unit Funding; (3) ECS transportation funding; (4) reporting of actual costs; and (5) other types of ECS funding, including ECS Basic Instruction Funding, funding for children with mild/moderate disabilities, and program enhancement projects. A blank application for Program Unit Funding is provided as well as a checklist to help ECS operators determine the appropriate program for a child with a disability. Appendices include a checklist for development of local special needs policies, a special needs profile to determine eligibility for Program Unit Funding, excerpts from a funding for school authorities manual relating to ECS funding and transportation, and a sample completed Program Unit Funding application. (CR)

ED 407 784 EC 305 543

Learning Academic and Social Skills (CLASS) program requires 30 school days for implementation and consists of three phases: Consultant (days 1-5), Teacher (days 6-20), and Maintenance (days 20-30). The intervention relies on a point system and rewards the whole class for the targeted student's behavior. Included in the report are descriptions of intervention agreements and responsibilities, implementation procedures, recycling procedures, strategies for trouble shooting, and behavior maintenance plans. Two flowcharts provide complete overviews of the intervention procedures. In addition, a graph provides a timeline of involvement for each of the major participants in the CLASS program. Appendices include an agreement form, a menu of rewards and praise statement for teachers, a menu of rewards and praise statements for parents, a daily summary chart, a class monitoring form, blank copies of individual green/red point cards, and a list of additional resources. (CR)

ED 407 801 EC 305 560

Kavanagh, Kate
First Steps Home Intervention Module: Home Base Parent Handbook and Lessons and Consultant Manual. (A Component of the First Steps Program: An Early Intervention Program for Antisocial Kindergartners).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jan 96
NOTE- 118p.; For related modules, see EC 305 557-559.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Antisocial Behavior; *Behavior Modification; Check Lists; Consultants; Early Intervention; *High Risk Students; Home Programs; *Interpersonal Competence; Kindergarten Children; *Learning Modules; Listening Skills; *Parent Participation; Peer Relationship; Primary Education; Problem Solving; Self Esteem
IDENTIFIERS- *Social Skills Training

These three guides provide information on the third module of an early intervention program for at-risk kindergartners who show the early signs of antisocial behavior patterns. The third module of the "First Steps" program is a six-week home intervention component that instructs parents in skills for improving their child's school adjustment and performance. The Home Base lessons cover six interrelated areas that promote school success, including listening, enjoyment of learning, following directions, getting along with others, being self confident, and problem solving. A consultant explains, demonstrates, and practices with the parent during home visits. Parents are encouraged to practice skill building activities for 10-15 minutes as often as possible during the week and are able to ask questions and receive additional suggestions and support during brief, weekly, follow-up telephone calls from the consultant. The parent handbook answers questions that parents may have about the intervention, describes the lessons, and provides checklists for child evaluation and self-evaluation. The Home Base lesson guide contains parent help cards to be used by parents for each lesson. The consultant handbook provides step-by-step instructions for each lesson for consultants who are helping parents implement the home guidelines for the development of local plans for the education of academically or intellectually gifted students in North Carolina. In 1996, the General Assembly in North Carolina passed legislation removing gifted education from the law governing children with special needs and requiring each school system to develop a local plan for gifted students. The plan must be sent to the State Board of Education for review, comments, and recommendations. By the fall of 1998, all local school systems must begin implementation of their local plans. The guidebook addresses the following planning components: (1) screening, identification, and placements; (2) program service options; (3) program evaluation and student evaluation; (4) professional development; (5) community involvement; (6) procedures to resolve disagreements; (7) additional information that may be included; and (8) state funds. A number of forms are included, such as a blank form to be used for an individual student identification/placement record for a differentiated education program, forms for differentiated education plan program service options for different grades and yearly performance reviews, and a sample letter to parents of gifted high school students. (CR)

ED 407 819 EC 305 579

Gabelko, Nina Hersch; And Others
Age and Gender Differences in Global, Academic, Social, and Athletic Self-Concepts in Academically Talented Students.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academically Gifted; Adolescents; *Age Differences; *Athletics; *Interpersonal Competence; Secondary Education; *Self Concept; *Sex Differences; Summer Science Programs
IDENTIFIERS- Rosenberg Self Esteem Scale

This study examined age and gender differences in global, academic, athletic, and social self concepts in a group of 311 middle and high school students (ages 12-18) attending science, mathematics, or computer science classes at a summer program for the academically talented. The self-concept scores were obtained from the Rosenberg Self-Esteem Scale and the Self-Perception Profile for Adolescents. Factors investigated were athletic competence, scholastic competence, and social competence. Results indicated a significant main effect for gender, but no age effect was found. Males obtained significantly higher scores on global and athletic self-concepts, whereas females obtained significantly higher scores on social self-concept. No differences were found on academic self-concept. Attached tables and graphs illustrate the research data. (Contains 25 references.) (Author/CR)

ED 407 820 EC 305 580

Brave New Partnerships: Children with Disabilities, Families & Managed Care.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Health Resources Administration (DHHS/PHS), Hyattsville, Md.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Class Activities; Code Switching (Language); *Empathy; English (Second Language); *French; Grammar; Intermediate Grades; Junior High Schools; Language Attitudes; *Limited English Speaking; Middle Schools; Pronunciation Instruction; Second Language Learning; *Second Languages; Student Attitudes
IDENTIFIERS- Middle School Students

In an attempt to teach empathy and language awareness to her middle school students when a limited-English-proficient student entered her class, a teacher conducted an experiment in which she began each class in French. Student bewilderment became appreciation, and a class discussion of foreign language learning ensued. The students unanimously agreed to learn some French in the context of familiar daily grammar exercises. The teacher's approach was to model supportive, non-judgmental response to the students' efforts and build on their existing foundation in English grammar, using some language switching. Key instructional features in this successful experiment were identified: comprehensible input; short periods of second language exposure; and a non-threatening, esteem-building atmosphere. (MSE)

ED 407 840 FL 024 507

von Schmidt, Wolff
German Studies: A Paradigm of Change. Comments on Standards, Curriculum, and Testing.
PUB DATE- 18 Apr 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Kentucky Foreign Language Conference (April 18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Curriculum Design; *Enrollment Influences; *German; Higher Education; Humanities; *Language Enrollment; Language Tests; Second Language Instruction; Second Language Programs; *Second Languages; Testing

A discussion of the status of German second language instruction, particularly at the postsecondary level, focuses on the role of standards, curriculum, and testing in increasing interest in and support for foreign language education. A substantial decline in German enrollments in the first half of the 1990s is noted, and possible reasons are considered. It is argued that a concerted effort to adapt the offerings and format of German instruction to current foreign language methodology and standards must be made and maintained. Recent discussions of the need for national standards in second language instruction are reviewed, and implications for curriculum design and articulation across educational levels and for development of new testing approaches are explored. It is concluded that the tools for improvement in standards, curriculum, and testing are available, and it is up to the profession to continue the progress that has already begun. (MSE)

ED 407 841 FL 024 510

Jassey, William

Grades; *Language Role; Language Usage; Middle Schools; *Prior Learning; *Relevance (Education); Second Language Instruction; *Textbook Content; *Textbook Selection
IDENTIFIERS- *Authentic Materials

Discussion of the authenticity of materials contained in English-as-a-Second-Language (ESL) textbooks for elementary/secondary school use focuses on content designed to accelerate academic language development and highlights the experiences of one teacher with one textbook. The approach taken is that integrating language and content, while taking into account learners' prior experiences, can create a context for academic language learning in ways that engage learners authentically with meaningful input and the language for making connections with learner realities in both school and community. Definition of authenticity is examined from several perspectives. The textbook discussed is from the "Scott Foresman ESL: Accelerating English Language Learning" series; the chapter highlighted is from a grade 6 unit on dinosaurs that is designed to integrate science and mathematics content, social studies, language arts, and authentic literature. The context in which the materials were used is a middle school ESL class with students of varied linguistic backgrounds. Classroom techniques used to exploit text content (activating and building on prior knowledge, providing cognitively engaging input with appropriate contextual supports, using language actively to connect prior knowledge and thematic content) are described. Standards for assessing the authenticity of textbook content are outlined. Contains 11 references. (MSE)

ED 407 860   FL 024 536

Strong, Gregory
Using Literature for Language Teaching in ESOL.
PUB DATE- Dec 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Techniques; Communicative Competence (Languages); *Cultural Awareness; Educational Strategies; *English (Second Language); Foreign Countries; *Literature Appreciation; *Reading Instruction; Reading Materials; Reading Strategies; Second Language Instruction; Social Values; *Story Grammar; Teaching Guides

In English for speakers of other languages (ESOL), there is renewed interest in use of literature in the communicative classroom. Literature may be part of a communicative pedagogy in three ways: (1) by providing a context in which to develop students' reading strategies and knowledge of non-fiction and literary texts; (2) by being the basis of an extensive reading program, with attendant acquisition of new vocabulary and grammatical forms; and (3) by offering the opportunity to explore cross-cultural values. One reading strategy found useful for encouraging reading is the exploration of story grammar, which provides common terms of reference and a direction for group discussion. As students learn about story grammar and understand how to apply it to stories they are reading, an extensive reading program should be undertaken, with students selecting their own reading materials from a classroom shelf or from a self-access area in the library. Related classroom activities include discussions, book reports, teacher book presentations, small-group book sharing, and

*Vocational English (Second Language); *Workplace Literacy
The report describes results of interviews with 18 workplace literacy education providers across the United States. Respondents include program directors, curriculum writers, teacher trainers, teachers, and consultants to programs serving a range of learners. An introductory section summarizes study methodology, workplace literacy program types, and issues and challenges identified. The second section describes five service provider partnership models and offers examples: (1) the workplace in partnership with an educational institution; (2) workplace-union partnership; (3) a business employing its own ESL teaching staff; (4) a private contractor offering educational services to business; and (5) a workplace offering programs in cooperation with a community-based organization. The third section discusses trends, challenges, and issues, and solutions encountered in the survey, including: securing funding; involving all partners; determining whether the program offers education or training; customizing the curriculum vs. developing generic competencies; demonstrating results; and developing a professional workforce to deliver instruction. An agenda for research is outlined in the fourth section; information needs include workplace skills and discourse, what works best in workplace education, and methods for assessing program outcomes, costs, and benefits. Contains 45 references. Several interview summaries are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 880 FL 801 161

Burt, Miriam
The Skills Enhancement Training Program.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Basic Skills; *Communication Skills; Course Content; Course Descriptions; Focus Groups; *Food Service; Individualized Instruction; Job Skills; Language Skills; *Literacy Education; *Organizational Communication; Records (Forms); Second Language Instruction; Student Needs; Unions; *Vocational English (Second Language)
The set of materials presented here are curriculum materials from a workplace literacy and basic skills program, funded largely through the U.S. Department of Education and operated by a food and beverage workers' local union. The program offered instruction from 1990-94 in basic skills, General Education Development (GED), workplace communication, and English as a Second Language (ESL) to food service workers in Washington, D.C. The curricular materials include descriptions of all classes, individual learning plan forms that enumerate competencies for basic skills and pre-GED classes, forms for performance-based assessment used with basic skills and ESL classes, a questionnaire for workers' communication skills focus groups, the corresponding questionnaire for the managers' focus group, a list of competencies for the workplace communication classes, the individual learning plan form for ESL, and three pages from the ESL curriculum. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 881 FL 801 162

Wiley, Terrence G.

Principles; Faculty College Relationship; Foreign Countries; Higher Education; Knowledge Base for Teaching; Student Development; Student Evaluation; Teacher Responsibility; Teacher Student Relationship; Universities

This document provides a set of basic ethical principles that define the professional responsibilities of university professors in their role as teachers. Ethical principles are conceptualized here as general guidelines, ideals, or expectations that need to be taken into account, along with other relevant conditions and circumstances, in the design and analysis of university teaching. It consists of seven areas of principles: content competence, pedagogical competence, dealing with sensitive topics, student development, dual relationships with students, confidentiality, respect for colleagues, valid assessment of students, and respect for the institution. Each principle is first stated, then briefly explained, and finally, illustrated with a negative example. (JLS)

ED 407 900 HE 030 148

Progress Report on the Effectiveness of Collaborative Student Academic Development Programs.
PUB DATE- Dec 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Aspiration; College Admission; *College Preparation; College School Cooperation; *Compensatory Education; Cooperative Programs; Developmental Studies Programs; Enrollment; Equal Education; Higher Education; *Minority Groups; Outcomes of Education; *Program Effectiveness; Resource Allocation; Secondary Education; State Programs; Student Recruitment; Transitional Programs
IDENTIFIERS- *California

This study examined the progress of nine collaborative student academic development programs in California which focused on improving the preparation of secondary school students for college and university study. The programs were selected for inclusion on the basis of commonalities along the following dimensions: a goal of increasing the number of students pursuing higher education from groups with historically low college-going rates; collaboration between public schools and higher education institutions; emphasis on direct services; and a focus on the transition between secondary and postsecondary education. Those programs studied were: Advancement via Individual Determination; Alliance for Collaborative Change in Education in School Success; California Academic Partnership Program; California Student Opportunity and Access Program; College Readiness Program; Early Academic Outreach Program; Mathematics, Engineering, Science Achievement; Middle College; and the Urban School-Community Collaborative. Overall, it was found that the programs were effective in helping students prepare for college. Among 1994 high school graduates, program participants attended colleges and universities at a rate of 64.5 percent (compared to a statewide rate of 53.2 percent and a rate among students from similar backgrounds of 42.6 percent). Extensive tables and graphs detail the study's findings. An appendix provides a detailed report of the participation of individual California secondary schools in each of the projects. (JLS)

ED 407 901 HE 030 149

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; *Bachelors Degrees; Departments; *Doctoral Degrees; *Enrollment Trends; Graduate Study; Higher Education; Masters Degrees; National Surveys; *Physics; Racial Differences; Sex Differences; Undergraduate Study

This report presents the results of a 1995-96 survey of U.S. colleges and universities offering doctorate, masters, and bachelors degrees in physics and astronomy, focusing on degree production and current student enrollment. It found that a decade-long increase in physics doctorate production appeared to be leveling off, with the 1995 degree total at 1,461. First year graduate degree enrollments continued to decline in 1996, falling 5 percent from 1995's total. The number of bachelor's degrees conferred has also been dropping steadily, falling to 4,263 in 1995, the lowest in three decades. The number of women obtaining degrees in physics has increased or remained steady in recent years, while students from minority groups continue to be underrepresented in the field. Although many graduate physics programs are finding it difficult to increase or even maintain their incoming graduate class, introductory physics course enrollments have remained strong, reaching approximately 380,000 students in 1996. Astronomy degree production has been increasing in recent years at both the bachelor's and doctorate level, with 133 astronomy doctorates conferred in 1994-95. An appendix provides data on degree and enrollment trends over the last 10 years. (MDM)

ED 407 921 HE 030 169

Good, Johnny L.; Campbell, Sherri L.
The Impact of a Study Abroad Program in Jordan on Undergraduate University Students.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; *Cultural Awareness; Foreign Countries; Higher Education; Program Descriptions; Special Education; *Student Attitudes; *Student Exchange Programs; *Undergraduate Students; *Work Study Programs
IDENTIFIERS- *Ambassador University TX; Jordan; United States

A study abroad program in Jordan has been run by Ambassador University (Texas) for the last 15 years. During this time, nearly 150 Ambassador University students have participated in a work-study program in Amman sponsored by the Ambassador Foundation. During their stay in Jordan, the students teach Jordanian students with physical and mental disabilities at one of three special education centers. The 20 students selected annually for the program are prepared for their teaching responsibilities by taking special education and conversational Arabic courses. Returning students have commented on how the exchange program has affected their lives and changed their outlook toward people of other cultures. (MDM)

ED 407 922 HE 030 170

Newman, Richard E.; Miller, Michael T.
Methods for Upgrading an Intramural-Recreational Sports Program: An Agency Report.
PUB DATE- 97

Education; Educational Technology; Elementary Education; *Instructional Effectiveness; *Interaction; *Interactive Television; Interpersonal Relationship; Multivariate Analysis; *Participant Satisfaction; Social Influences; *Teacher Student Relationship; Telecourses; Videotape Recordings
IDENTIFIERS- Face to Face Communication; Teleclasses

The capacity for immediate, or almost immediate, interaction between teacher and student is often cited by distance education program developers as one of the key reasons why interactive satellite courses can be as effective as face-to-face instruction. This paper analyzes the interaction between the learner and the instructor in the distance learning context by examining three research questions: (1) How important is it to provide live broadcasts, rather than taped instruction? (2) What is the importance of the instructor providing a social presence in producing learner satisfaction? and (3) What is the importance of providing interaction between the learners and the on-screen instructor? Data was collected from two Star Schools programs, one in science called "Geonauts," produced by Northern Arizona University, and one in foreign language instruction called "Elementary German," produced by Oklahoma State University. Both deliver instruction to primary/elementary schools (grades 1-6) across the United States using interactive satellite television technology. Case Studies and mail surveys of students and teachers were used to collect data. Findings are presented in four sections, dealing with live versus taped format, interaction, social presence, and a final section examining a multivariate analysis of all of these variables. The results indicate that watching the programs live had the same effect as watching them on tape. Recommendations are made for reshaping paradigms in future distance education programs. (Contains 12 references.) (AEF)

ED 407 940 IR 018 343

Watson, Robert; Ayer, Catriona, Ed.
Connections: A Statewide Plan for Technology in Idaho Public Schools.
PUB DATE- Jul 96
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Computer Networks; Computer Uses in Education; Curriculum Development; *Educational Cooperation; Educational Objectives; Educational Planning; Educational Quality; *Educational Technology; Elementary Secondary Education; Inservice Teacher Education; Instructional Effectiveness; Program Evaluation; *Public Schools; *Statewide Planning; Strategic Planning; Technological Advancement
IDENTIFIERS- Access to Computers; Compatibility (Computers); *Idaho; Technology Integration; *Technology Plans; User Training

This plan for the integration of technology into the curriculum of Idaho public schools presents eight goals for the state's public schools: (1) Integration--to improve the quality and effectiveness of classroom instruction and learning for all learners by integrating technology-based resources in conjunction with state curriculum guides; (2) Compatibility--to ensure the compatibility of technology-related equipment to facilitate a comprehensive statewide network system; (3) Collaboration with Colleges of Education--to facilitate

An Essay on Teaching Writing" (Marsha Watson); "Writing Essays: A Frustrating Experience for Bilingual Students" (Kerline Auguste Tofuri); "Finding Ways 'Not to Teach'" (Xiaowei He); "Women's History Month: Studying Women through Biography" (Martha Gray); "Bridging the 'Information Gap': The Content of Writing" (Dilip Dutt); "Organizing Inspiration" (Marty Kingsbury); "Our Piece of Town" (Sam Bernstein); and "What the Writer Brings to the Teaching of Writing: Teaching English to Adult ESOL Learners" (Deborah Schwartz). (KC)

ED 407 495 CE 073 874

Setting the Stage for Literacy. An Anthology of Adult Student Scripts. Volume 1, Number 1.
SPONS. AGENCY- Massachusetts State Board of Library Commissioners, Boston.
PUB DATE- 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; Class Activities; *Creative Dramatics; Drama; *Drama Workshops; *Improvisation; *Literacy Education; *Teaching Methods

This document describes a collaborative learning project that investigated how theater and improvisational drama can help adult learners to develop basic literacy and English language abilities. Three teachers, working with an average of 10 students each for 6 months, conducted classes to increase students' skills in improvisation, creative thinking, imagination, scriptwriting, and individual and group performance. They improvised skits and plays, worked on writing as scripts what they had created, then read and rehearsed their work and performed it in public. Teachers' activities included a 20-hour orientation , a biweekly teacher-sharing, and the keeping of a detailed record of their work . Following an Introduction (Section I), skits and plays developed by the students are included in this document. Section II, Scenes and Skits, contains the following: "The Accident," "The Vacuum Cleaner," "The Auto Mechanic," "Apartment for Rent," "The Broken Refrigerator," "Family Portrait," and "Out of the Darkness." Contents of Section III, Favorite Tales Reenacted, are as follows: "The Big Bad Wolf Gets Therapy," "Gretel's Miserable Adventure," "The Old Woman Who Lived in the Shoe with Too Many Children," "The Morning After," "To Find a Prince," "Dumbo's Different," and "Jack Faces the Giant." Section IV includes the following Short Plays: "The Decision," "Reflections of One's Self," "The Trial of Pandora," and "The Jones' American Dream." (KC)

ED 407 496 CE 073 880

Adult Education Program Performance Report. Program Year 1996. Under the Four-Year Plan for the Administration of Adult Education P.L. 102-73.
PUB DATE- 96
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Adult Students; Basic Skills; Course Content; Course

effective school-to-work practice with a youth development perspective is the Fort Pierce Central High School program in Fort Pierce, Florida, which has developed a performance-based diploma program in response to a school dropout crisis and vocationally ill-prepared high school graduates. (A resource section contains 14 publications and lists or describes 6 organizations.) (KC)

ED 407 514 CE 073 913

Contextual Learning. Resource Bulletin.
PUB DATE- Apr 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cooperative Programs; *Education Work Relationship; Educational Resources; Educational Strategies; *Experiential Learning; High Schools; Job Training; Labor Force Development; Program Development; Program Implementation; *School Business Relationship; Vocational Education; *Work Experience Programs; Youth Opportunities; Youth Programs
IDENTIFIERS- *Contextualized Learning Environments; *Situated Learning

Contextual learning--also known as "learning by doing, experiential learning, real-world education, or active learning"--has long been advocated for students. In practice, however, schools often offer the opposite: individual learning, independent of tools, dependent upon symbols, and theoretical. Today the school-to-work movement has become one of the strongest proponents of learning situated in settings that require students to interact directly with real experiences. Simply placing a student in a "real-world" context does not guarantee a learning experience, however. Effective contextual learning results from a complex interaction of teaching methods, content, situation, and timing. For programs to work, far-reaching changes must be made in the following areas: (1) curriculum, instruction, and assessment; (2) linkages to workplaces, community organizations, and other contexts; (3) staff development for teachers and employers; (4) school organization; (5) communication; and (6) time for planning and development. The Rindge School of Technical Arts in Massachusetts has developed effective practice in developing community partnerships that have resulted in workplace experiences for students. (KC)

ED 407 515 CE 073 914

Curriculum Integration in School-to-Work Systems. Resource Bulletin.
PUB DATE- Apr 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; *Curriculum Development; *Education Work Relationship; *Educational Practices; Educational Resources; *Educational Strategies; High Schools; *Integrated Curriculum; Labor Force Development; Program Implementation; School Business Relationship; Vocational Education; Youth Opportunities; Youth Programs
IDENTIFIERS- High Schools That Work; School to Work Opportunities Act 1994

The School-to-Work Opportunities Act broadens the meaning of this document contain the following: the KCBAE curriculum guide in the ERIC database; table cross-referencing the curriculum's competencies with state and national skill lists; duty areas/competencies for Kentucky adult education/literacy; sample competency certificate and individual progress records; directions for writing the curriculum; map of the field test sites; summaries of teacher/ student evaluations of the curriculum materials; and report on the assessments used in the pilot testing.) (MN)

ED 407 535 CE 073 935

Peneul, William R.
Organizational Learning in the Nonprofit Sector: Lessons from Working with the Girl Scouts.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescent Development; Adult Education; Change Strategies; *Financial Support; *Needs Assessment; *Nonprofit Organizations; *Organizational Development; Outcomes of Education; Program Evaluation
IDENTIFIERS- *Girl Scouts of the USA; *Organizational Learning; Outcome Oriented Evaluation; Tennessee (Central)

The Cumberland Valley Girl Scout Council is funded primarily by the United Way of Middle Tennessee. Approximately 5 years ago, the United Way of Middle Tennessee adopted an "outcome-based investment model" whereby agencies receive funding based on their ability to specify and monitor program outcomes based on genuine client and community need. To adapt to the new outcomes-based funding environment, the Cumberland Valley Girl Scout Council developed a monitoring and evaluation process to identify outcomes for youth development. The monitoring/evaluation process was based on an integrated quantitative-qualitative design that was intended to provide contextual information for guiding program decision making. The process was revised continually in response to the following: time constraints, evolving capacity of the organization's staff to monitor their own programs, and new information being learned about girls in the programs being evaluated. The outcome statements identified during the monitoring/evaluation process diverged from the language of the United Way outcome statements but did not differ from much of the research literature on youth development. The council's experience suggests that strategies designed to improve organizational learning must be revised continually through a process of monitoring and evaluation so as to respond to what has been learned. (Contains 10 references.) (MN)

ED 407 536 CE 073 939

Connecting Inner-City Youth to the World of Work. A Program Statement by the Committee for Economic Development.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Correspondence Study; *Data Collection; *Distance Education; *Graduate Surveys; Home Study; *Outcomes of Education; Postsecondary Education; *Questioning Techniques; Questionnaires; Records (Forms); Research Methodology; Telephone Surveys

Graduate surveys are a good way for home study schools to determine whether graduates are getting jobs in their field of training and whether courses are meeting student expectations. Although telephone surveys are more costly and time-consuming than mail surveys, they are usually more accurate. Survey response rates can be boosted to 50-60% by making surveys brief, anonymous, and "official looking." Survey planners should take the following steps: decide whether to make the survey an in-house or outside operation; prepare a survey budget covering survey administration, analysis, and follow-up costs; delegate control of the survey to a responsible administrator with knowledge of surveys and in-house and vendor capabilities; select an attractive survey format; make cover letters courteous and brief; enclose a return envelope; make a list of question topics directly related to survey objectives, group the topics into logical categories, and determine whether individual questions will be open or closed ended; limit surveys to two sheets; balance the need to require identifying information and ensure respondent confidentiality; make surveys readable, arrange for pretests of surveys; and survey graduates' employers and colleges. (Four sample cover letters and six sample surveys are included.) (MN)

ED 407 555 CE 073 988

Lambert, Michael P.
Evaluating Your School's Worth. NHSC Occasional Paper Number 7.
PUB DATE- Jul 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Correspondence Study; Cost Effectiveness; *Distance Education; Evaluation Criteria; Evaluation Methods; *Home Study; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; *School Accounting; *Self Evaluation (Groups)
IDENTIFIERS- *Financial Analysis

Although home study institutions rarely change hands, periodic internal valuations of the financial worth of home study schools can be instructive for school owners. The first step is to determine the school's position in the context of the education field. This can be accomplished by asking 10 questions that a potential buyer of the school might ask. The next step--product valuation--is accomplished by determining the value of the school's product (its course materials and the support services included in offering a course for enrollment) and the educational worth of the school's courses. Courses' perceived educational value may be assessed by using the rating form used by examiners of the National Home Study Council's accrediting commission. Analyzing the school's balance sheet is the most complicated, confusing, and important part of any learners to question their tacit assumptions, and coaching them in the construction process. The concept of situated learning is embedded in constructivism. Research on how people learn in the workplace demonstrates that what is occurring is constructivist, situated learning, often through cognitive apprenticeship. The workplace has a number of strengths as a learning environment: authentic, goal-oriented activities; access to guidance; everyday engagement in problem solving; and intrinsic reinforcement. Limitations are construction of inappropriate knowledge; lack of sufficient or challenging authentic activities; and reluctance of experts to participate. Elements of constructivist, situated learning may be seen in recent vocational education developments such as tech prep, school to work, and integrated academic and vocational education. Vocational teachers should organize experiences that allow learners to develop their own knowledge and understanding in a learning environment that reproduces key aspects of communities of practice. (Contains 13 references.) (YLB)

ED 407 574   CE 074 012

Brown, Bettina Lankard
Quality Improvement Awards and Vocational Education Assessment. ERIC Digest No. 182.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Assessment; *Educational Quality; *Job Skills; Postsecondary Education; Program Effectiveness; *Quality Control; Secondary Education; Standards; *Total Quality Management; *Vocational Education
IDENTIFIERS- ERIC Digests; *ISO 9000

Quality system awards offer blueprints for assessing quality in vocational education as well as in business and industry. The three most prestigious awards recognizing quality improvement in business and industry are the Malcolm Baldrige Quality Award, Deming Application Prize, and ISO 9000 Registration. When comparing standards for the quality management systems awards to vocational education standards of achievement, two themes are evident: assessment of standards for learning and performance (student and employee) and assessment of education/management process and design (school and business/industry). Criteria for the Baldrige Award can be used to assess the educational institution's effectiveness in meeting customer needs and expectations. The Deming Prize offers the strategy of using statistical methods to assess vocational education enrollment, completion, and recruitment patterns; student progress; and market share gain. The ISO 9000 Registration attests to the use of established standards as a benchmark for meeting quality requirements. The industry-based skill standards offer a benchmark to help vocational educators improve the quality of education. Two models of skills standards are being explored--skills component and professional. Recommendations have been made for how the ISO 9000 system's 20 basic elements that affect quality might be applied in higher education. This framework is useful in guiding the institutional process through which student learning occurs. (YLB)

The following papers are included: "Values in the Arts and Education" (Jones); "Conditions of Art Confrontations" (Wijdenes, Haanstra); "Arts, Aesthetics and Values in Adult Education" (Greene); "Arts for All" (Milton); "Importance of Culture as Mirrored in the Arts" (Debra); "Arthur Lismer, Canada's Artist/Adult Educator" (Barer-Stein); "Cultural Development or Cultural Stasis" (Jones); "'Aesthetization' of Adult Education" (van Gent); "Between Utility and Uniqueness" (Haanstra); "Adult Education & Contemporary Art" (Elias); "Emperor's Spectacles" (Everitt); "Audible Voices" (Fisk); "Arts and Adult Education in Fife" (McConnell); "Cultural Career of the Citizen" (van der Hoeven); "Adult Education and the Visual Arts in the Netherlands" (van Gent); "Adult Art Education as a Subversive Activity" (Yeomans); "What If Grandma Moses Attended Night School?" (Edelson); "Art, Education, and Ordinary Canadians" (Mullen); "Arts, Access and Adult Continuing Education" (Davies); "Behind the Screen" (Calvano); "Research Works of CEDE European Centre of Education in the Field" (Branchesi); "Visual Aids for Music Listeners" (Davison); "Never Too Late" (De Clercq); "Artists in Educational and Social Fields?" (Fuchs); "Arts Activities in Prisons" (Peaker, Vincent); "'Dialogare' (to Hold a Conversation) with the Arts" (Branchesi); "Arts & Social Action" (England); "Art of Popular Education" (Moller); "Omanut Laam (1)" (Alter); "Omanut Laam (2)" (Alter); "Educational Innovations in AETV Adult Education Television Programmes for National Development" (Rajamani); "Museum Adult Education and the Challenges of Western Society" (Dufresne-Tasse, Wetizi-Fairchild, Lepage); "Education artistique et l'apprentisage de l'adulte au musee" (Dufresne-Tasse); "English Abstract: Artistic Education and Adult Education/Schooling in the Museum" (Dufresne-Tasse); "Museum Programming in a Multi-cultural Society" (Solinger); "Multiculturalism, New Audiences and Programs at the National Gallery of Art, Washington, D.C." (Russell); and "Introduction to the Ministry of the Flemish Community's 'School en Museum' Service" (Laureys). (MN)

ED 407 592 CE 074 049

Rodriguez, Maria Joao; Lopes, Helena
The Role of the Company in Generating Skills. The Learning Effects of Work Organization. Portugal.
PUB DATE- Oct 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; *Education Work Relationship; Foreign Countries; *Industrial Structure; *Industrial Training; *Labor Force Development; Models; National Surveys; Organizational Climate; *Skill Development; Technical Occupations; Training Methods; Vocational Education; Work Environment
IDENTIFIERS- *Portugal

The impact of changes in work organization on development of Portugese workers' skills was examined. At the macro level, a national study was conducted to identify current and possible future relationships among initial training, continuing training, the labor market, and industrial relations in Portugal. At the micro level, cases studies of three enterprises were conducted to determine the extent to which new forms of work organization require workers to have additional or different skills the acquisition of which presumes new teaching procedures and/or provide new opportunities for their assessment of the importance of that aspect of development. Adult and younger students were also compared regarding their involvement and participation in the college environment. Findings indicated adults were much less involved in the campus events and much more involved in caring for their families. Despite this lower level of involvement in the college environment, adults reported slightly higher levels of growth on most academic and intellectual items than did the younger students. Possible explanations are given for the results including other ways adults can integrate what they have learned that takes the place of traditional campus involvement. (Appendixes include 29 references and 3 data tables.) (Author/YLB)

ED 407 611 CE 074 141

Accounting for People: Can Business Measure Human Value?
PUB DATE- Apr 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Accounting; Adult Education; Economics; *Human Capital; *Human Resources; Job Training; Models; *Productivity; Resource Allocation; *Staff Development; Vocational Education

Traditional business practice undervalues human capital, and most conventional accounting models reflect this inclination. The argument for more explicit measurements of human resources is simple: Improved measurement of human resources will lead to more rational and productive choices about managing human resources. The business community is investing more time, money, and effort in education and training than ever before. Data from the "1997 Economic Report of the President" show increased education and training account for a larger share of productivity growth and represent a larger absolute amount. In a 1995 study, Margaret Blair reports businesses' capacity for generating wealth increasingly is based on workers' skills and knowledge. Hansen and Wernerfelt's research shows human resource factors are more important in determining firm performance than traditional economic indicators. These studies demonstrate the importance of creating a strategy to measure contributions of human resource assets when measuring overall performance. Companies are struggling with how to measure the return on investment of training and education. Walgreen has successfully compared sales of technicians trained on the job versus those who received formal training. Units have been established within training departments to evaluate and measure the impact of training in such companies as AT&T, Motorola, Arthur Andersen, and Intel. The challenge is to find innovative ways to measure and report the value of human resource assets. (YLB)

ED 407 612 CG 027 617

P.A.S.T.: Positive Attitude Student Training.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Behavioral Objectives; Children; *Daily Living Skills; Elementary Secondary Education; *High

reported increased closeness with each other following the training weekend; training helped break down misconceptions about others and enhanced students' pursuit of a common goal. (Author/RJM)

ED 407 630   CG 027 714

Stoppard, Janet M.
Exploring the Gender-Anger Link: The Role of Setting.
SPONS. AGENCY- New Brunswick Univ., Fredericton.
PUB DATE- Aug 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anger; College Students; *Context Effect; Foreign Countries; Higher Education; Hostility; *Sex Differences; *Sex Stereotypes; *Student Attitudes
IDENTIFIERS- *Gender Issues

Stereotypically, anger is associated more with males than females, yet self-report and observational measures have not unequivocally revealed gender-related differences in anger expression. To explore this contradiction, male (n=21)and female (n=23) college students were asked to describe anger incidents they had witnessed that involved either a known person or a stranger. Students recalled situations in which someone became angry and were then asked a series of questions regarding the incident. The gender of the person described was noted and participants were then asked to describe anger incidents involving someone of the other gender. Findings with respect to gender were mixed. When describing an incident involving a stranger, participants were more likely to recall a male than a female expressing anger. When participants described an episode involving a person known to them, a pattern more consistent with findings based on self-report and observational measures, which usually yield no gender-related differences in anger expression, was apparent. Participants were as likely to describe a male as they were to describe a female expressing anger when recalling an incident involving a known person. Findings indicate that anger may be gender-typed as masculine because men are more likely than women to express anger in public settings. Contains 13 references. (RJM)

ED 407 631   CG 027 715

Froelich, Rick L.
University Students and Fear of Success.
PUB DATE- Dec 96
NOTE- 85p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Students; *Fear of Success; Females; Higher Education; *Locus of Control; Low Achievement; Males; Personality Problems; *Student Behavior; Success

When faced with personal success, some persons appear to become anxious and will do something to avoid or sabotage their efforts. This fear of success among university students was investigated in this study. The sampling included 210 students,

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Black Students; *Early Adolescents; *Females; Grade 6; Hispanic Americans; Intermediate Grades; Middle Schools; Reader Response; Reading Attitudes; Reading Interests; Reading Material Selection; Reading Motivation; *Recreational Reading; Sex Differences; *Student Attitudes; White Students
IDENTIFIERS- Adolescent Attitudes; African Americans; *Book Clubs; *Critical Literacy; Hispanic American Students; Latinos; Response to Literature

A study examined critical literacy and how texts, transactions, and talk enabled girls to examine their positions as readers and negotiate their identities in relation to novel characters and one another. Participants were eight sixth-grade girls of European American, African American, and Latina backgrounds and the participant researcher, a white woman. The setting was the after-school program of an independent middle school in a large northeastern city. Participants selected, read, and discussed 4 young adult novels in an informal setting during 17 sessions. Data collection included Book Club meeting discussion audio tapes and four audio-taped individual participant interview sessions over a 9-month period. Transcriptions of all the audio tapes, along with three written responses, and observational notes of sessions, interviews, and an author visit, became the basis for analysis. Results indicated that preliminary analysis of the data pointed to Book Club as a site where early adolescent girls were able to raise their own agenda and negotiate their issues and identities, within the multiple positions of race, age, and culture, when the variable of gender was removed. (Contains 35 references.) (Author/CR)

ED 407 651   CS 012 785

Butkus, Deborah L.; Willoughby, Mary, Ed.
Family Literacy: Getting Started.
PUB DATE- 95
NOTE- 51p.; For a related document, see CS 012 786.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Definitions; Early Childhood Education; *Family Literacy; Models; *Parent Student Relationship; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Colorado

Noting that family literacy is an intergenerational approach to education that addresses the needs of both the adult and child learner, this booklet presents aspects of family literacy programs and steps to help ensure the program's success. After discussing the need for family literacy, the book discusses the effectiveness of family literacy and presents a definition of family literacy. The booklet then addresses components of family literacy programs--adult basic skills education, the early childhood component, and the parents and children together component. The booklet next discusses family literacy models and evaluation procedures. The booklet concludes with steps on how to get a family literacy program started, including preparing the community, assessing need, accessing resources, recruiting families, and implementing and evaluating the program. Contains 19 references and 18 notes. Appendixes list family literacy resources, indicators of program quality,

of conceptual knowledge, and metacognitive knowledge to better understand how they contribute to elementary age students' reading comprehension of narrative and expository text. The relationship found within one school district was compared to findings in another, more diverse district. Using Content Based Literacy Assessment (CBLA) instruments developed by each school district, measurement models of word recognition, prior knowledge, content knowledge, domain knowledge, discourse knowledge, strategic knowledge, and reading comprehension for narrative and expository text were developed. While the models developed for each school district did not indicate a high level between the goodness of fit for the two models, important relationships among the components of reading comprehension were recorded. For both school districts, at grades 4 and 5 decoding and word recognition skills indicated strong paths toward reading comprehension; however, the relationship between the paths was different between the districts. Conceptual and metacognitive knowledge also indicated paths to reading comprehension at each of the grade levels with the role of strategic knowledge increasing as grade level increased. (Contains 47 references, and 15 tables and 6 figures of data.) (Author/RS)

ED 407 671　　　　CS 215 797

Reinwein, Joachim; Huberdeau, Lucie
A Second Look at Dwyer's Studies by Means of Meta-Analysis: The Effects of Pictorial Realism on Text Comprehension and Vocabulary.
PUB DATE- Apr 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Factor Analysis; Foreign Countries; Higher Education; *Illustrations; Meta Analysis; *Reader Text Relationship; *Reading Comprehension; Reading Research; Secondary Education; *Vocabulary
IDENTIFIERS- Dwyer (Francis M); *Text Processing (Reading)

A meta-analysis examined a series of studies by F.M. Dwyer on the effect of illustrations on text comprehension. Principal component analysis was used to reduce the four posttests used by Dwyer to more fundamental factors of learning, followed by analyses of variance. All nine studies (involving secondary-school and college students) in which Dwyer provides the mean results for each experimental group and its control group for the identification, drawing, comprehension, and terminology tests were used. Results indicated that 2 factors (a vocabulary learning factor and a text-comprehension factor) accounted for most of the variance. Results also indicated a profound dichotomy between the vocabulary learning factor and the text comprehension factor results--the absence and presence of pictures, the degree of pictorial realism, and the absence and presence of color are all significant variables with respect to the vocabulary factor, but nonsignificant with respect to the text-comprehension factor. Findings suggest significant main effects only for the vocabulary factor, thus putting into question Dwyer's central hypothesis that realistic pictures accompanying text are significantly less effective than abstract ones. (Contains 87 references, 13 tables and 1 figure of data. Appendixes provide examples from the four posttests used in Dwyer's studies.) (RS)

ED 407 672　　　　CS 215 803

A study examined the construct of "perceived caring" in the instructional context which is believed to be related to the classical construct of "good will" in Aristotelian rhetorical theory as well as more contemporary social scientific views of "intent toward receiver" in conceptualizations of source credibility. The hypothesis used was that students who perceive their teachers as more caring will (1) evaluate those teachers more positively; (2) evaluate the course content more positively; and (3) report that they have learned more in the course. Subjects were 235 students enrolled in Communication classes at an eastern university. Target teachers were those the participants had in the class they took immediately prior to the class in which data were collected. Data were collected during regularly collected classroom periods approximately 12 weeks into the semester. A 22-item bipolar scale was employed for measurement, including 6-item measures of competence and trustworthiness. Results indicated that support for all three facets of the hypothesis was strong. Findings revealed that student perceptions of caring on the part of their teachers were found to be substantially associated with the students' evaluation of their teachers, their affective learning, and their perceptions of their cognitive learning. Further research to help identify the specific teacher behaviors which communicate caring to students is suggested. (Contains 3 tables of data and 23 references.) (Author/CR)

ED 407 691 CS 509 504

Collier, Linda M.
Humanizing The CEDA National Tournament.
PUB DATE- Nov 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; *Debate; Debate Format; Group Activities; Higher Education; Interviews; Judges; *Social Networks; *Student Attitudes; *Student Participation; Student Surveys
IDENTIFIERS- *Cross Examination Debate Association; *Debate Tournaments; LEXIS System; National Debate Tournament; NEXIS System

A survey of the participants explored the competing interests involved at a national debate tournament, including: (1) how the desire to maximize competitive prowess trades off against socialization among students; (2) how increasing the number of elimination rounds for reasons of judge equalization adds another round to an already crowded schedule; (3) the advantages and disadvantages of multiple judge panels; (4) questions of "lexis/nexis" access at the tournament site; and (5) how a large event on a relatively rigorous time table can be adjusted to make it more competitor friendly. Student input was obtained through a survey and interviews. Responses were broken down into categories of scheduling, resources, judging, awards and ceremony, and social opportunities. Results indicated that all Cross Examination Debate Association (CEDA) national tournament (CNT) attendees complained about the schedule, with too little time allowed for moving to rounds and receiving coaching; students who had competed at both the CNT and the NDT tournaments universally mentioned the participation awards as enhancing their enjoyment of the tournaments; and the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Behaviorism; Democracy; *Discipline Policy; *Discipline Problems; Educational Theories; Elementary Secondary Education; Epistemology; Expulsion; Foreign Countries; High Risk Students; *Politics of Education; *Power Structure; *Social Control; Socioeconomic Influences; *Suspension
IDENTIFIERS- *Australia; *United Kingdom

School discipline and behavior management is an area of considerable contest in educational policy formation. Additionally, educators have a greater responsibility to engage in more rigorous theorizing as a first step to more useful research. The first part of this paper distinguishes between "discipline" as a discourse of management and control and educational theories of student discipline and student behavior. By exploring and contrasting the epistemological foundations for classroom management with an educational theory of discipline, the paper proposes a greater range of interventions that free educators from both neo-Skinnerian behavioral straitjackets and from what Basil Bernstein (1996) has referred to as "spurious biology" or "sets of biological metaphors" that proceed from an acceptance that disruption in schools represents a problem of dysfunctional individual pathologies. The second part explores the political economy of surveillance and control in schools, offers observations on shortcomings of traditional methods of control, and considers new forms of student control. The paper suggests, by providing vignettes from two projects, ways of pursuing discipline that eschews short-term behaviorism and provides school communities with greater opportunity for educational progress. (Contains 87 references.) (LMI)

ED 407 712 EA 028 336

Robertson, Jan
The Praxis of Educational Leadership versus the Cult of Managerialism: Developing a Model for the Professional Development of School Leaders during the Initial Years of Tomorrow's Schools.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Educational Administration; Elementary Secondary Education; Foreign Countries; Leadership; Mentors; Partnerships in Education; *Politics of Education; *Principals; *Professional Development; *School Administration
IDENTIFIERS- *New Zealand

New Zealand education underwent reform in 1989. The first seven years of education reform were marked by drastic systemic change in the administrative system coupled with very few support links or services for schools. The school principals were cast primarily as middle managers, which lessened their focus on the educational aspect of their role. This paper presents findings of a study that implemented a professional-development model for New Zealand principals. The Principal's Partnerships was developed as a model that combined coaching quality in Hong Kong primary schools. The framework was developed through various case studies and 2 large surveys of over 200 Hong Kong primary schools (involving over 650 classes, 3,800 teachers, and 20,000 students) during 1991-95. A preliminary framework, based on the research literature, included indicators at the student individual level, the classroom level, the teacher individual level, the teacher group level, and the organizational level. The framework was tested and developed through the 2 surveys (the first conducted in 1992 and the second in 1993-94) and a total of 12 case studies. Survey data was used to map the education profiles of Hong Kong primary schools by means on indicators; by percentage of schools in high, satisfactory, and low performance; by distribution of schools on each indicator; and by profiles of characteristics of effective and ineffective schools. Six tables and seven figures are included. (Contains 76 references.) (LMI)

ED 407 730 EA 028 359

Cheng, Yin Cheong
Monitoring School Effectiveness: Conceptual and Practical Possibilities and Dilemmas in Developing a Framework.
PUB DATE- Apr 97
NOTE- 31p.; Paper presented at the Asia-Pacific Economic Cooperation Education Forum on School-Based Indicators of Effectiveness (Quilin, China, April 13-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Objectives; *Effective Schools Research; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Foreign Countries; *Models; Performance; *School Effectiveness; Standards; Total Quality Management
IDENTIFIERS- *Hong Kong

Determining how to monitor and enhance school effectiveness is one of the major concerns in current education reforms in different areas of the world. This paper describes the existing conceptual and practical possibilities and dilemmas in developing a framework for monitoring school effectiveness. The paper identifies the different types of school effectiveness, which include technical/economic, human/social, political, cultural, and educational effectiveness at a variety of different levels--individual, institutional, community, societal, and international. The paper describes the eight management models for school effectiveness (the goal model, system-input model, process model, satisfaction model, legitimacy model, ineffectiveness model, organizational learning model, and total-quality-management model). Depending on the types of school effectiveness and the models of school management, various conceptual possibilities and dilemmas exist in monitoring school effectiveness. The paradigm for monitoring should therefore be shifted from a simplistic conception to a multi-type and multi-model conception. The paper proposes a matrix based on the choice of indicators, the purpose of assessment, and the type of evaluation. It also identifies practical dilemmas involved in monitoring school effectiveness: (1) balancing between internal development and external accountability; (2) balancing between school self-evaluation and external evaluation; (3) choosing an appropriate

PUB DATE- 92

NOTE- 406p.; For selected appendices, separately analyzed, see EC 305 305-312.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attention Control; Attention Span; Cues; Educational Strategies; Efficiency; Elementary Education; *Feedback; Inservice Teacher Education; *Instructional Effectiveness; *Learning Processes; *Mild Disabilities; Preschool Education; *Prompting; Reinforcement; Student Behavior; Teaching Methods; Time Factors (Learning)

IDENTIFIERS- *Direct Instruction; Time Delay

Thirteen studies were conducted that focused on whether preschool and elementary school students with mild and moderate disabilities learned target and non-target behaviors when two types of instructional manipulations were made to direct instructional trial sequences. In one type, the related, non-target behaviors were presented during attentional cues in the antecedent portion of trial sequences. In the second type, the related, non-target behaviors were presented during the consequent events for students' responses (instructive feedback). The accomplishments of the project and a summary of the 13 studies are included. Findings include: (1) during direct instruction, use of an attentional cue and response that provided additional information and focuses attention on the distinctive features of the target stimulus may result in acquiring the target behaviors; (2) active attentional responses as compared to inactive responses may result in more acquisition of the additional stimuli; and (3) the addition of extra, related, non-target stimuli in the antecedent portion of trials may interfere with acquisition of the target response when children do not have a history of direct instruction. Several appendices include antecedent and consequent event manipulation manuals, an instructional module for faculty and inservice training instructors, and relevant articles and reports. (Author/CR)

ED 407 748 EC 305 305

Holcombe-Ligon, Ariane; And Others

Using Attending Cues and Responses To Increase the Efficiency of Direct Instruction.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 92

NOTE- 37p.; Appendix B of "Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report"; see EC 305 304.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Attention Control; *Attention Span; *Cues; Educational Strategies; Efficiency; Elementary Secondary Education; Feedback; Inservice Teacher Education; *Instructional Effectiveness; Learning Processes; *Mild Disabilities; Preschool Education; Prompting; Student Behavior; Teacher Education; *Teacher Response; Teaching Guides; Teaching

disabilities. It begins by discussing the difficulties with traditional forms of assessment and the development of functional assessment, particularly in the field of psychiatric rehabilitation. The need to not rely on any single modality for assessment, but to incorporate functional assessment methodologies into a larger framework of comprehensive evaluation is emphasized. Topics covered in the report include: (1) the definition and uses of functional assessment; (2) the methodologies of functional assessment (including behavioral interviewing techniques, direct observation techniques, self-observation techniques, and checklists, questionnaires, and rating scales); (3) general principles of functional assessment; (4) special functional impairments in populations with chronic mental illness; (5) behavioral assessment strategies; (6) behavioral excesses, deficits, and assets; (7) the nested skills approach to assessment and training; and (8) resource management. A form is provided for evaluating the psychosocial profile of a subject along with a critical skills checklist. Appendices include a summary of the information for use in a slide presentation. (Contains 29 references.) (CR)

ED 407 766 EC 305 484

Katz, Lynda J.
Career Counseling with Persons Who Have a Severe Psychiatric Disability: Implementation for Practice.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 96
NOTE- 84p.; Section 10.6 of "Clinical Internship Training Program in Psychiatric Vocational Rehabilitation"; see EC 305 482.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Career Counseling; *Career Development; *Career Planning; Communication Problems; *Counselor Client Relationship; Developmental Stages; Helping Relationship; Interviews; *Mental Disorders; Minority Groups; Self Concept; Sex Differences; *Vocational Evaluation; Vocational Rehabilitation
IDENTIFIERS- Psychiatric Rehabilitation

This report provides an overview of career counseling in vocational rehabilitation programming for individuals with severe psychiatric disabilities. It begins by reviewing the five basic premises for vocational counseling and programming and then discusses how adaptations to the traditional practice of career and vocational counseling might be implemented. Specific topics that are addressed include: (1) the concept of vocational maturity and the developmental stages wherein the self-concept of the worker emerges; (2) the nature of and necessity for a collaborative relationship between the practitioner and the primary consumer; (3) states in the career counseling process; (4) the role of formal vocational measurement; (5) aspects of the interviewing process in light of particular symptoms and communication barriers (including symptomatology, verbal expression, regulation of emotions, flat or inappropriate affect, symbolic use of language, and diminished empathy); (6) the implementation of a career plan and the impact of motivation and unrealistic career goals on the plan; and (7) special concerns which arise with women and ethnic and racial minority groups in the career counseling process. Summary sheets of the information are provided for a slide presentation. (Contains 30 references.) (CR)

Keenan, Trisha; And Others
Washington's Infant Toddler Early Intervention Program Study: Enrollment of Washington Children with Disabilities and Special Health Care Needs in Washington State Public Programs. A Comparison of Enrollment Counts on December 1, 1993, May 1, 1995, December 1, 1995, and May 1, 1996.
PUB DATE- Nov 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; *Disabilities; *Early Intervention; Educational Planning; *Enrollment Rate; Enrollment Trends; Environmental Influences; Family Income; *Incidence; *Individual Characteristics; Infants; Population Distribution; Population Trends; Prenatal Care; Prenatal Influences; Racial Composition; Racial Differences; *Special Health Problems; State Programs; Substance Abuse; Toddlers
IDENTIFIERS- Medicaid; National Health Interview Survey; *Washington

This document presents tables, graphs, and narrative text that provide information for planning Washington's early intervention programs for infants and toddlers. Data were analyzed on the number and characteristics of infants and toddlers with disabilities and special health problems who were enrolled in Washington State public services at four timepoints: December 1, 1993; May 1, 1995; December 1, 1995; and May 1, 1996. Major findings include the following: (1) the enrollment rate has been generally stable; (2) the national prevalence rate has been consistently higher than the Washington State enrollment rate; (3) the enrollment rate for Medicaid eligible children was consistently higher than that for non-Medicaid children; (4) rural counties have higher enrollment rates; (5) very low birthweight and extreme prematurity were the risk factors associated with the highest enrollment rates; (6) enrollment rates between 5 and 10 percent were found for medium low birthweight infants, moderately preterm infants, infants with Apgar scores of less than 8, and infants born to mothers who received no prenatal care, who were identified as substance abusers, or who were younger than 15 years old; and (7) among children who were Medicaid eligible, enrollment rates were highest for children with Down Syndrome and cerebral palsy compared to other children with specific medical conditions. (Contains 37 references.) (CR)

ED 407 785 EC 305 544

Students with Disabilities and High School Graduation Policies.
PUB DATE- Mar 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; Achievement Tests; *Disabilities; *Graduation Requirements; High Schools; *School Policy; *State Standards; Surveys

This policy digest reviews the current status of state level graduation policies and the inclusion of students with disabilities in more rigorous student accountability measures. The results of two surveys conducted by the Council of Chief State School Officers on the inclusion of students with disabilities in state level graduation requirements are intervention program. (CR)

ED 407 802 EC 305 561

A Guide to High Quality Direct Service Personnel Training Resources. Second Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- May 97
NOTE- 354p.; For related document, see ED 375 557.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; Agencies; Agency Cooperation; Behavior Problems; Communication Problems; *Curriculum Evaluation; Curriculum Guides; Curriculum Problems; *Developmental Disabilities; Early Intervention; Education Work Relationship; Educational Strategies; Employment; Evaluation Methods; Family Programs; Health Services; Instructional Materials; Intervention; Legal Responsibility; Medical Services; Older Adults; Program Administration; Program Improvement; Public Policy; Residential Programs; Sexuality; Social Integration; *Staff Development; *Training Methods; Transitional Programs

This guide evaluates more than 130 training curricula that were published or completed in or after 1987 and are targeted to training direct service staff or trainers of direct service staff working with people with developmental disabilities. The reviews are organized alphabetically by publisher. Topics and issues that were used to categorize the content of each training curricula include: (1) administration/management issues; (2) case management/service coordination; (3) challenging behavior; (4) community integration and participation; (5) early intervention; (6) educational issues; (7) employment/adult day services; (8) family supports; (9) health care, safety, and emergency issues; (10) human sexuality; (11) individual assessment; (12) intervention/treatment programming; (13) introduction to developmental disabilities; (14) legal issues, self-advocacy, and individual rights; (15) medical issues; (16) personal care special needs; (17) physical special needs; (18) public policy/planning; (19) residential services; (20) sensory and communication needs; (21) services to person who are elderly; (22) staff development issues; (23) and transitions from school to adult life. Each review contains information on the curricula's target audience, structure and content, strengths and weaknesses, topics and issues, settings, instructional formats, instructional modes, and overall rating.(CR)

ED 407 803 EC 305 562

van Wijck, Ruud
Programme Improvement for Individuals with Profound Multiple Disabilities from the Theory Driven Perspective.
PUB DATE- Jul 96
NOTE- 10p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disability (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Chronic Illness; *Cooperative Programs; *Disabilities; Elementary Secondary Education; Financial Support; *Health Maintenance Organizations; Health Services; Interviews; *Parent Attitudes; Participant Satisfaction; *Program Effectiveness; School Responsibility; Youth
IDENTIFIERS- Case Management

This report discusses the results of a study that assessed the current system of health care for children with chronic conditions in a staff-model health maintenance organization (HealthPartners) setting. The project interviewed 35 parents of children with chronic conditions, completed a financial analysis of 410 children within eight categories of chronic conditions, and conducted a survey of HealthPartners physicians. The data indicate: (1) most families are satisfied with their child's pediatrician and overall health care; (2) while families appreciate the convenience of having a primary care clinic at the site where most medical care occurs, they report their pediatrician often does not have the time and knowledge to act as coordinator for the child's non-medical needs; (3) case management is often mentioned as a desired service by families and physicians; and (4) the majority of children receive physical therapy, occupational therapy, and speech/language services from school, usually the school pays the costs for these services, and they are neither coordinated with nor reimbursed by HealthPartners. Recommendations are made for developing an integrated service system that promotes the overall health and well-being of children with chronic illness and disability, their families, and their communities. (CR)

ED 407 821 EC 305 581

Sikka, Anjoo; Stephens, Barry C.
Intervention Practices in the Retention of Competitive Employment among Individuals Who Are Blind or Visually Impaired.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Assistive Devices (for Disabled); *Blindness; *Employment Level; Employment Patterns; National Surveys; Program Effectiveness; Program Improvement; Salaries; *Visual Impairments; *Vocational Rehabilitation; Work Environment

This report discusses the results of a national study of 89 rehabilitation counselors that investigated the methods by which an individual could retain competitive employment after the onset of a significant vision loss. The purpose of the study was to identify and describe strategies that contribute to successful job retention and identify best rehabilitation practices in regard to job retention for the visually impaired. Rehabilitation counselors were interviewed who described 189 cases of which they had first-hand knowledge. The study found that as a result of retention efforts among the 189 cases reported, 88 percent of the workers with visual impairments were able to remain in their existing job setting, 2 percent were able to obtain a promotion, 25 percent experienced an

Center for Japanese Study Abroad. Fastback 386.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Education; Economics Education; Foreign Countries; High Schools; *Immersion Programs; *Japanese; Language Laboratories; Literature Appreciation; *Magnet Schools; Music Education; Program Descriptions; Public Policy; Public Schools; Regional Programs; *Second Language Programs; Second Languages; *Study Abroad
IDENTIFIERS- *Center for Japanese Study Abroad; Content Area Teaching; Japan; Norwalk School District CT

The Center for Japanese Study Abroad (CJSA) is a Japanese immersion and study abroad program implemented as a magnet program at inner-city Brien MacMahon High School in Norwalk, Connecticut. The program is supported by a grant from the state department of education. Attended by 60-70 students from high schools in southern Fairfield County annually, the CJSA "school-within-a-school" magnet program has evolved into a regional program serving a number of Connecticut school districts. The curriculum enables students to become proficient in Japanese language through an interdisciplinary curriculum including economics, literature, arts, and music, with language laboratory use and a two-week home and school experience in Japan. Several curricular options are available for students unable to participate in full immersion. The fundamental tenets for CJSA were established by the communities involved, to provide for intercommunity, interracial, and international integration. The curriculum is based on six components focusing on the Japanese language as a mirror of culture: language arts; integrated social studies; intensive Japanese language instruction; independent study; experience abroad; and assessment. Student journal entries made during the period abroad illustrate student perceptions of the experience. Program parents are involved in fundraising, receiving Japanese students, and production of a cultural fair. Since CJSA's inception in 1991, several features have been added. Contains six references. (MSE)

ED 407 842 FL 024 511

Galvan, Jose L.; Kamhi-Stein, Lia
A Proposed ESL Program for California State University, Los Angeles. A Discussion Paper Based on Meetings during 1995-1996 of the ESL Advisory Committee.
PUB DATE- 6 May 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Admission Criteria; Advisory Committees; *Articulation (Education); College Admission; *College Second Language Programs; Course Content; Curriculum Design; Degree Requirements; Developmental Studies Programs; English for Academic Purposes; *English (Second Language); Foreign Students; Higher Education; Immigrants; *Language Proficiency; Language Tests; Limited English Speaking; Models; Program Descriptions; Program Design; Refugees; State Universities; Testing; *Writing (Composition); Writing Skills
IDENTIFIERS- California State University Los Angeles

A proposed program in English as a Second Language (ESL) for sustained silent reading periods. Book content, including cultural and thematic information, can be used for a variety of language and cultural learning activities (such as cloze procedures), timeline construction, and response to specific passages or events. Contains 22 references. (MSE)

ED 407 861 FL 024 547

O Baoill, Donall P., Ed.
TEANGA 15: The Irish Yearbook of Applied Linguistics = Bliainiris na Teangeolaiochta Feidhmi in Eirinn.
PUB DATE- 95
NOTE- 195p.; Special issue to celebrate IRAAL's 20the anniversary. For individual articles, see FL 024 548-560.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Age Differences; *Applied Linguistics; Arabic; Computer Software; Educational Technology; Elementary Secondary Education; English; English (Second Language); Feedback; Foreign Countries; Interactive Video; *Irish; Language of Instruction; Language Patterns; Language Research; *Language Role; Linguistic Borrowing; *Linguistic Theory; Morphology (Languages); Multilingualism; Pragmatics; Preschool Children; Primary Education; Reading; Second Language Instruction; Second Language Learning; *Second Languages; Structural Analysis (Linguistics); Syntax; Teaching Methods; Transfer of Training; Uncommonly Taught Languages
IDENTIFIERS- *Ireland; *Language Contact; Passive Voice

Essays in applied linguistics include: "Meaningful Negotiation: A Study of the Pedagogical Value of Autotutor-An Interactive Video Learning Resource" (John Stephen Byrne); "Medium of Instruction in the L2 Classroom" (Wei Danhua); "The Story of Language Contact and Shift in Ireland: How Unique, How Universal?" (Markku, Filppula); "Creating the Third Self: Pragmatic Transfer in Third Language Acquisition" (Robert J. Fouser); "Reading: Motivation Through Challenge" (Theo Harden); "A Native Bound-Morpheme Combines with Fully Nativised Borrowed Morphemes: A Highly Productive Language-Contact Feature in the Irish of Cape Clear" (Roibeard O hUrdail); "Teaching Irish to Americans: Focus on Feedback" (Thomas W. Ihde); "Syntactic Typology and the Problem with Choosing One Analysis" (Alan R. King); "Avoidance or Some Other Strategy: A Case for the Passive in Arabic and English" (Ghiath El Marzouk); "SLA Before ABC: Factors Facilitating Second Language Acquisition in Irish-Medium Playgroups" (Maire Mhic Mhathuna); "Academic Regulation of EFL in Ireland: Developments Since 1991" (Mary Ruane); "Second Languages in the Primary School: The Age Factor Dimension" (David Singleton); and "Some Issues Regarding Irish" (Patrick J. Wall). (MSE)

ED 407 862 FL 024 548

Byrne, John Stephen
Meaningful Negotiation: A Study of the Pedagogical Value of Autotutor - An Interactive Video Learning Resource.
PUB DATE- 95
NOTE- 20p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Communication; Classroom Communication;

Myths about Language Diversity and Literacy in the United States.
ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Education; *Cultural Pluralism; *English; English (Second Language); Immersion Programs; *Language Attitudes; Language of Instruction; *Language Role; Limited English Speaking; *Literacy; Minority Groups; Public Opinion
IDENTIFIERS- ERIC Digests

Four common myths or misconceptions in the United States about language are discussed, drawing on historical evidence and contemporary data. These myths are that: (1) the predominance of English and English literacy is threatened; (2) English literacy is the only literacy worth noting; (3) English illiteracy is high because language minorities are not as eager to learn English and assimilate as prior generations were; and (4) the best way to promote English literacy is to immerse children and adults in English-only instruction. It is concluded that the persistence of the myth of English monolingualism in the United States reflects the belief that English is the only language that counts, and the mentality that language diversity is a problem rather than a resource. Most national literacy estimates are based solely on English abilities, tending to inflate the perception that there is a literacy crisis. Contains 18 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 882 FL 801 163

Weddel, Kathleen Santopietro; Van Duzer, Carol
Needs Assessment for Adult ESL Learners. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; Adult Students; *Educational Needs; *English (Second Language); Evaluation Methods; *Literacy Education; *Needs Assessment; Second Language Instruction
IDENTIFIERS- ERIC Digests

A needs assessment for use with adult learners of English is a tool that examines, from the learner's perspective, what kinds of English, native language, and literacy skills the learner believes he has, literacy contexts in which the learner lives and works, what he wants and needs to know to function in those contexts, what he expects to gain from the instructional program, and what might need to be done in the native language or with the aid of an interpreter. It continues throughout the instructional program, serving several purposes: aiding administrator, teachers, and tutors with learner placement and in developing materials, curricula, skills assessments, teaching approaches, and teacher training; assuring a flexible, responsive curriculum; and providing both instructor and learner with information about what the learner brings to the

Faculty Salaries at California's Public Universities, 1997-98. A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965). Commission Report 97-2.
PUB DATE- Apr 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Comparative Analysis; Compensation (Remuneration); Fringe Benefits; Higher Education; Personnel Policy; *Salary Wage Differentials; State Legislation; State Universities; Teacher Employment Benefits; *Teacher Salaries
IDENTIFIERS- *California State University; *University of California

This report compares the current-year faculty salaries in the University of California and California State University systems with projected salaries for the coming year at their respective comparison institutions, largely drawn from other parts of the country. The calculation of parity percentages, an estimate of the average faculty salary increase necessary to keep pace with expected salaries at comparison institutions, is reported. For 1997-98, these parity amounts for the University of California and the California State University are 6.7 percent (a decrease from the previous year) and 10.84 percent (an increase from the previous year), respectively. Salary data are provided for 1979-80 through 1997-98. Also provided are: comparison salary data by rank for 1991-92 and 1996-97, data on California State University and University of California faculty salary for 1996, data on University of California average salaries 1991-92 and 1996-97 with compound rates of increase, projected comparison group average salaries, projected increases necessary to maintain parity, and data on average salaries and ranking for 1991-92 and 1996-97. Appendices include a description of the change in the content of this report since the 1970's, the Senate Concurrent Resolution No. 51, 1965 General Session concerning academic salaries; and a description of the methods for calculating salary and fringe benefit comparisons. (JLS)

ED 407 902 HE 030 150

Rhoads, Robert A.
Student Activism as an Agent of Social Change: A Phenomenological Analysis of Contemporary Campus Unrest.
PUB DATE- Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; College Faculty; *College Students; Demonstrations (Civil); Educational History; Higher Education; Political Attitudes; *Political Issues; *Social Action; Student College Relationship; Teacher Student Relationship

This study of student activism as a campus phenomenon analyzed over 200 major incidents of college student activism. Most of the incidents were associated with racial struggle, women's concerns or gay liberation activities. These represent what have been called "cultural wars," "campus wars," "identity wars," or "multicultural unrest." Five cases were selected for in-depth analysis: the Mills College (California) Strike of

NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Programs; Higher Education; *Intramural Athletics; Needs Assessment; Physical Education; *Program Improvement; *Recreational Programs; State Colleges
IDENTIFIERS- Peru State College NE

This study assessed the state of intramural-recreational (IR) programs at Peru State College (Nebraska) and offered suggestions for the improvement of existing IR programs. The existing IR sports program is directed by a part-time adjunct staff member with the aid of student assistants and receives limited support. Upgrading the directorship of this program to full-time would allow the college to expand the IR sports program and increase course offerings in the Department of Health and Physical Education. Specific courses should be offered that would strengthen the IR sports program, such as those dealing with the organization and administration of recreational sports, sports officiating, wellness programs, and recreation. A needs assessment and feasibility study should be undertaken to determine program offerings and scheduling. An IR Sports Council, consisting of five elected students and appropriate faculty, should be set up to assist in the formulation of general policies, rules, and regulations. A sample activity interest survey is included. (MDM)

ED 407 923 IR 018 294

Putting the Pieces Together: A Report Examining Computer Technology in New York State's Public Schools.
PUB DATE- May 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; Computer Uses in Education; *Educational Finance; Educational Legislation; Educational Objectives; Educational Planning; *Educational Technology; Elementary Secondary Education; Financial Support; Futures (of Society); Grants; Instructional Effectiveness; Problems; *Public Schools; *State School District Relationship; *Statewide Planning
IDENTIFIERS- Access to Computers; Barriers to Participation; *New York; Policy Implications; Policy Research; *Technology Integration; Technology Plans

This report examines resources supporting technology in New York public schools and how well state policies and funding streams support the New York State Regents' goals. It also explores proposed fiscal and operational changes that contribute to or inhibit effective integration of technology within the curriculum. The report discusses some proposed recommendations to address the existing inequities and the lack of curriculum integration. The report includes the following sections: (1) Methodology and Acknowledgments; (2) Executive Summary; (3) Goals for the Integration of Technology in Schools; (4) School Building Technology Resources; (5) Computer and Technology Funding; (6) Special Services Aid for Five Large City School Districts; (7) Instructional Computer Software Aid; and (8) Student Information Systems Grants. Examples are also provided of deficiencies in the data collected, which limited the collaboration in the preparation and training of inservice teachers for integration of technology into instructional practices; (4) Community Collaboration--to encourage the collaboration of schools, libraries, community members, state agencies, organizations, businesses, industries, and postsecondary institutions to meet the needs of all learners; (5) Technology Systems--to create secure technology systems that enhance the efficient operation of schools; (6) Evaluation--to plan, evaluate, and publicize the impact of technology on teaching, learning, resource utilization, and the efficient operation of schools; (7) Student Training--to train students in the installation, maintenance, and support of technology systems; and (8) Systems Support--to provide district- wide support structures for training and for the installation, maintenance, and support of technology systems. Each goal is followed by a vignette illustrating its application, a statement of the impetus for the goal, and objectives and methods to help achieve the goal. Appendices include: Legislative Charge (by Catriona Ayer); Info Tech '96 Recommendations; Idaho Council for Technology in Learning (ICTL) Guidelines; public meeting input graph; sample classroom configurations; legal issues in technology and acceptable use policy; information for creating and supporting networks; and a glossary of terms. (SWC)

ED 407 941 IR 018 344

Attwenger, Kim Valentine
Computer and Internet Use among Special Education Graduate Students.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; Elementary Secondary Education; Graduate Students; Higher Education; *Internet; Professional Development; Special Education; *Teacher Education; Telephone Communications Industry; Use Studies
IDENTIFIERS- Access to Services; Barriers to Implementation; Computer Use; Maine; *University of Southern Maine; *User Training

In 1997, Maine's local telephone companies have been required to provide free Internet access to all public schools, which will help to eliminate cost as a prohibitive factor in bringing the Internet to schools. The inservice training and support, however, must be supplied by individual school districts. This study provides an overview of how the University of Southern Maine is helping to prepare both graduate students and teachers for educational technology use. Specifically, it investigates the extent to which graduate students enrolled in the University of Southern Maine's Special Education Department are using computers and the Internet in their classrooms. An original survey was used as the main instrument to measure the use of computers and the Internet; an original World Wide Web page with an electronic version of the survey attached to the site was also available. Research findings suggest that graduate students need to be better educated in the use of computers and the Internet. The fact that 72% of the respondents have Internet access in their schools but use it infrequently underscores the need for more training in this area; on the other hand, it is encouraging that all of the

Descriptions; English (Second Language); High School Equivalency Programs; *Literacy Education; *Program Effectiveness; Program Evaluation; Program Improvement; Second Language Instruction
IDENTIFIERS- *Guam

The Guam State Plan for Adult Education, as implemented by Guam Community College, had five goals: provide a comprehensive adult education instructional program that is flexible and responsive to employment needs; increase enrollment and expand services for special groups; establish continuous needs assessment of targeted educationally disadvantaged adults; promote awareness and involvement with outside agencies and organizations; and implement special projects and teacher training projects. Six components were conducted at the college: (1) Adult Placement Testing Program; (2) Gateway Literacy Program; (3) English as a Second Language; (4) Professional Development; (5) Applied Biology and Chemistry; and (6) Adult High School Diploma. The college also provided leadership for the efficient management and implementation of the State Plan for Adult Education and Literacy. A year-end evaluation of the program, conducted by an outside evaluator for program year 1996, showed progress in meeting each of the five goals. Recommendations were made to strengthen the monitoring and evaluation processes and the links with outside organizations. (Appendixes contain a brief report of program accomplishments and financial data, forms used in the program, and a course guide for basic skills.) (KC)

ED 407 497 CE 073 890

Bergman, Terri
Delivering Cost Effective Services to Small and Mid-Sized Companies. Business Assistance Note #4.
PUB DATE- 97
NOTE- 5p.; Developed by the National Workforce Assistance Collaborative. For complete report, see ED 402 481.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Computer Assisted Instruction; Consortia; *Cost Effectiveness; *Delivery Systems; Distance Education; Educational Quality; *Labor Force Development; Program Costs; School Business Relationship; *Small Businesses; *Training; *Training Methods; Volunteers

This document, which is intended for work force and workplace development providers, examines ways of reducing the costs of developing and delivering training to small and midsized companies. Listed first are the following strategies for cutting service costs: split the provider's development costs by delivering the same services to a number of companies; share the provider's delivery costs by delivering services to multiple companies at the same time; cut travel costs by having the provider deliver services from one location convenient to it and the companies receive the services in a different location convenient to them; subsidize service costs with government payments, outside grants, or contributions; make the services more efficient; and make the services more productive. The remainder of the document is devoted to discussions of the following cost-effective service delivery strategies: learning consortia; walk-in centers; distance learning; computer-based training; and trained volunteers. It examines the benefits and curriculum by calling for integrated learning organized into coherent sequences around broadly conceived career majors. Work experience, as well as academic and occupational study, is an assumed element of the integrated school-to-work curriculum. A variety of strategies for curriculum integration have been implemented through collaborative planning involving school administrators, teachers, employers, and labor unions. Approaches to curriculum integration include coordinated curriculum, project-based learning, and thematic curriculum. The National Center for Research in Vocational Education has identified several models of curriculum integration: (1) work-relevant academic curriculum; (2) incorporation of academic content into occupational courses; (3) project-based instructional strategies; (4) curriculum alignment; (5) career pathways; (6) occupational high schools and magnet schools; and (7) career academies. Examples of effective practices include the following: the Southern Regional Education Board's 18 "High Schools that Work" sites, the career pathways curriculum at Roosevelt Renaissance High School in Portland, Oregon, and the school-within-a-school at the Oakland, California, Health and Bioscience Academy. (Seven publications are listed and nine organizations are described as resources.) (KC)

ED 407 516 CE 073 915

Evaluation for School-to-Work Systems Improvement. Resource Bulletin.
PUB DATE- Apr 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; *Education Work Relationship; *Educational Practices; Educational Resources; *Educational Strategies; Evaluation Methods; Formative Evaluation; High Schools; Integrated Curriculum; Labor Force Development; *Program Evaluation; Program Implementation; School Business Relationship; Summative Evaluation; Vocational Education; Youth Opportunities; Youth Programs

Building effective school-to-work systems requires evaluation, usually incorporating both process and outcome evaluations. Increasingly, school-to-work systems are conducting self-evaluations or hiring evaluation teams to determine how effectively the system is designed and implemented and whether it is achieving its purposes for students and the community. Favorable evaluation results can be used for marketing the school-to-work system. Designing an evaluation of a school-to-work system requires the following steps: (1) identify stakeholders; (2) define the evaluation's purposes; (3) clarify goals and objectives; (4) determine evaluation roles and hire an evaluator; (5) write measurable evaluation questions; (6) choose evaluation methods; and (7) design recordkeeping procedures. Examples of effective practices of evaluation of school-to-work programs have been identified in Oregon State's Youth Transition Program and the Milwaukee Public School System. (Contains 10 references and an annotated list of 13 organizations are included in the report. A one-page fact sheet describes funding of the school-to-work system.) (KC)

ED 407 517 CE 073 916

Non-Traditional School-to-Work Opportunities for Young Women. Resource Bulletin.
PUB DATE- Apr 96

DESCRIPTORS- *Career Education; Cooperative Planning; Economic Development; *Education Work Relationship; Educational Needs; Educational Policy; Educational Practices; Elementary Secondary Education; *Inner City; Partnerships in Education; Position Papers; *Public Policy; *School Business Relationship; *Urban Education

The United States should provide all young people entering the work force with opportunities to develop productive careers. Despite that fact, the nation's schools fail to equip many young people with appropriate skills, the job market often fails to link them to long-term advancement-oriented employment, and their communities often provide few role models of adult employment success. These problems are particularly acute in the nation's inner cities. The following are among the actions that communities, schools, and employers can take to create a more favorable environment and employment in inner cities: provide prenatal/postnatal health care, parenting education, developmentally oriented preschool programs, and health/social services for students and their families; initiate gun and drug control measures; establish higher educational standards; improve teacher quality; increase schools' use of information technology; strengthen school-based management; expand charter schools and public school choice; increase employee recruiting through inner city schools and other community-based sources of job referrals; provide student internships for inner city job seekers; use school transcripts and teacher recommendations when making hiring decisions; and expand "diversity management" initiatives to enhance the retention and productivity of employees from diverse demographic backgrounds; and redesign career ladders to provide workers with initial access at younger ages. (MN)

ED 407 537 CE 073 946

Cowham, Terry
Information and Learning Technology: A Development Handbook. FE Matters.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Curriculum Development; Educational Quality; *Educational Technology; Foreign Countries; Information Management; *Information Technology; *Organizational Change; Postsecondary Education; *Self Evaluation (Groups); Staff Development; Standards; *Strategic Planning
IDENTIFIERS- Learning Organizations; Quality Indicators; *United Kingdom

This handbook, which is intended for further education (FE) practitioners and decision makers in Britain looking to develop high-quality information and learning technology (ILT), presents practical guidelines for conducting the self-assessment, analysis, prioritizing, and action planning required to make strategic decisions about ILT at their FE college. Presented first are a preface that explains the handbook's purpose within the context of the Further Education Development Agency's Quality in Information and Learning Technology (QUILT) initiative and an overview of the handbook. The following topics are discussed in the handbook's seven analysis of a school's worth. It is important that balance sheet entries by examined carefully by using prescribed questions regarding the following balance sheet sections/items: accounts receivable; cash section; inventory; plant and equipment; accounts payable; debt; and entries pertaining to things such as goodwill, royalty payments, and impending litigation. The school's income statement should be analyzed to identify trends in the school's income and expenses. (MN)

ED 407 556 CE 073 989

Welch, Sally R.
Getting the Most PR for Your School. NHSC Occasional Paper Number 8.
PUB DATE- Nov 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Adult Education; *Correspondence Study; *Distance Education; *Home Study; *Information Dissemination; Institutional Advancement; Material Development; *Organizational Communication; *Public Relations
IDENTIFIERS- Educational Marketing; *News Releases

All National Home Study Council (NHSC) schools need public relations (PR) programs that are focused on the success of the school's graduates and the educational rigor and quality of its instruction rather than on the school owner's personal success or the success/size of the school. PR can be handled by schools' marketing departments. PR programs can be more effective than advertising because people usually put more credence in "editorial" matter than in advertisements. Among the steps that PR directors can take to promote their schools are the following: time announcements to coincide with community events; become familiar with news media deadlines; develop mailing lists; create press kits on new/existing courses; and coordinate PR activities with development of the school newsletter. News releases are probably the best known PR tools. Writers of news releases should do the following: ensure that stories are newsworthy; keep releases short; include a contact person and release date; use the inverted pyramid formula when writing; and maintain a "news" style. When designing their PR campaign, schools should make the best use of their NHSC accreditation. (Sample news releases for a new course, program graduate, and new facilities are included.) (MN)

ED 407 557 CE 073 990

Welch, Sally R., Ed.
The Effectiveness of the Home Study Method. NHSC Occasional Paper Number 9.
PUB DATE- Dec 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accrediting Agencies; Adult Education; *Correspondence Study; *Distance Education; *Educational

ED 407 575 CE 074 013

Brown, Bettina Lankard

Adding International Perspectives to Vocational Education. ERIC Digest No. 183.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 97

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Business Education; *Corporate Support; *Curriculum Development; Educational Change; Faculty Development; *Global Approach; Global Education; International Cooperation; International Relations; *International Trade; Multicultural Education; Postsecondary Education; Program Development; School Business Relationship; Secondary Education; *Vocational Education; World Affairs

IDENTIFIERS- ERIC Digests

Future workers will need to develop global awareness and an understanding of competitive, cultural, and economic factors that influence ways of doing business to work in the international arena. Vocational education, the educational program area specifically designed to prepare students for work, must infuse international concepts into programs so the youth of today are prepared for the global workplace. Ostheimer (1995) offers five suggestions. First, with the growth of multinational corporations and increased trade among nations, workers need to be aware of global conditions, development, and trends. Second, vocational educators must internationalize the curriculum. Third, vocational education needs to adopt instructional practices that incorporate international dimensions. For example, communication curricula could be upgraded to take students beyond awareness of other cultures to competence in intercultural communication. Fourth, increased corporate input is necessary for international business program development. The first-hand knowledge and experiences of corporate representatives working in firms that conduct international business offer a current and practical basis for upgrading curricula. Fifth, faculty development is crucial to the implementation of programs that have an international component. (Contains 15 references.) (YLB)

ED 407 576 CE 074 024

West, Linden

Beyond Fragments. Adults, Motivation and Higher Education. A Biographical Analysis.

PUB DATE- 96

NOTE- 237p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Academic Aspiration; *Adjustment (to Environment); Adult Education; Adult Learning; *Adults; Biographies; Dislocated Workers; Displaced Homemakers; Educational Research; Females; Foreign Countries; *Higher Education; *Learning Motivation; Males; *Personality Traits; *Student Motivation; Womens Education

IDENTIFIERS- *Great Britain

This book uses biographical, longitudinal, and reflexive methods to chronicle, analyze, and theorize about the personal and apprenticeships and an opportunity to build on previously acquired skills. Two of the enterprises were manufacturers. The first enterprise had recently adopted the just-in-time system of production, and the second was organized along traditional lines (its research/planning units and manufacturing department were separate) but was also adopting a new work organization that may be described as skill generating. The third enterprise, a major Portugese bank, was changing its work organization in response to the technological modernization that has affected both banking equipment and information systems. The study identified the human resource development issues raised by the models of Portugese society's future. (The bibliography lists 35 references. Appended are eight tables on vocational education and training in enterprises.) (MN)

ED 407 593 CE 074 060

State Accomplishments in Volunteerism. Program Year 1994-95.
PUB DATE- Apr 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Literacy; Cooperative Programs; Coordination; English (Second Language); *Literacy Education; Partnerships in Education; *Staff Development; State Programs; Teacher Education; Tutoring; *Tutors; *Volunteer Training; *Volunteers

Compiled from information contained in the Program Year 1994-95 Annual Narrative Performance Reports submitted by states to the U.S. Department of Education, this paper shares selected information on recent developments in volunteerism in adult education. The paper is organized into three sections. Selected states are highlighted in each section. Section 1 focuses on use of Section 353 funds to provide tutor training and staff development to volunteers in these states: Arkansas, District of Columbia, Idaho, Nevada, West Virginia, and Virgin Islands. Section 2 describes collaboration--partnerships with both public and private organizations--in Connecticut, Missouri, and Texas. Section 3 describes volunteer roles and responsibilities that afford these advantages to adult learners and programs: lower cost services, more flexibility in class scheduling, more personalized instruction, more opportunities for mentoring and flexible pacing, greater availability of support services, and more access to the homebound. These states are highlighted: Illinois, Louisiana, Nevada, North Dakota, Pennsylvania, and Puerto Rico. (YLB)

ED 407 594 CE 074 062

A State Family Literacy Update: Selected Program Activities. Program Year 1994-1995.
PUB DATE- May 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cooperative Programs; *Coordination; Curriculum; Educational Development; *Family Literacy; Family Programs; *Literacy Education; Program Development; School Community Relationship; *Staff Development; State Programs

Risk Students; Interpersonal Competence; Intervention; *Positive Reinforcement; *Program Descriptions; Program Effectiveness
IDENTIFIERS- *Positive Attitudes

Some students need help in solving their daily challenges. The program described here teaches students to function more efficiently in the school environment and the community. Various strategies provide students with alternatives to suspension/expulsion, and encourage parental and community involvement with "at-risk" youth. The program is designed to help students in the school system, who have been referred according to the discipline guidelines, to alternate class, suspension, expulsion, special placement, or who have been referred by their parents. This prevention/enrichment program provides a sequence of classes that are attended by students and their parents. Community volunteers with different areas of expertise lead the classes. Two-hour sessions are scheduled weekly and cover such topics as law education and juvenile justice, impulse control/anger management/parenting skills, substance abuse, and study skills and time management. A prison tour and attendance at a court during a criminal sentencing are also part of the program. The manual includes the different forms (in English and Spanish) used for the program. Survey information provides participant comments on the program's effectiveness. (RJM)

ED 407 613   CG 027 639

Strupp, Hans H.
Research, Practice, and Managed Care.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Effectiveness; Counseling Techniques; Health Care Costs; *Health Maintenance Organizations; Mental Health Programs; *Outcomes Of Treatment; Psychiatric Services; *Psychological Services; *Psychotherapy
IDENTIFIERS- *Efficacy

Few questions in psychotherapy are of greater importance than the relationship among practitioners, researchers, and managed care. The present and future roles of psychotherapy are covered here. Despite ample evidence that psychotherapy does work, its effectiveness continues to be questioned. When psychotherapy research emerged some 50 years ago, researchers sought to understand patient-therapist dynamics, the nature of treatment outcomes, and the isolation of the effective ingredients in the therapeutic encounter. However, in the 1970s, people demanded greater accountability of practitioners and many persons exhibited hostility toward psychotherapy. People wanted to know if psychotherapy worked; this was a fair question in the beginning, but the question is still currently being raised. People now want empirically validated treatments, thus creating an unholy alliance between managed care companies and hard-nosed researchers in which treatment manuals are given precedence over clinical skills. This focus ignores the fact that psychotherapy is anchored in a human relationship and that it is closer to education than to treatment. Subsequently, assigning a limited number of hours for patient treatment will

83 males and 127 females. The independent variables under consideration were locus of control, gender, age, academic achievement, and college classification. The dependent variable was the Fear of Success Scale Score. Results indicate that college students with an external locus of control had a statistically larger mean fear of success score than those with internal locus of control. This finding indicates that success-fearing individuals may perceive that the consequences of their behavior are controlled by forces outside of them, such as luck, chance, and fate. It is thought that the success-fearing person may compare a potentially successful situation to an event in the past in which the result was less than successful, and they will therefore sabotage their possible success. Other findings show that females have no more fear of success than do males and that the age of the college student, his or her academic achievement, and his or her college classification were not associated with the fear of success. Contains 26 references. (RJM)

ED 407 632 CG 027 716

Venable, William Mark; Thompson, Bruce
Caretaker Psychological Factors Predicting Compliance with Children's Psychotherapy Needs.
PUB DATE- 24 Jan 97
NOTE- 37p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Caregiver Role; *Caregivers; Children; *Compliance (Psychology); Elementary Secondary Education; Personality; *Predictor Variables; Psychological Patterns; *Psychotherapy
IDENTIFIERS- *Caregiver Attitudes; *Caregiver Behavior

The importance of ascertaining and effectively treating psychological problems in children is difficult to overstate. Since compliance is particularly important, the psychological factors associated with caretakers' compliance regarding children's psychotherapy were examined here. Data were collected on the 85 primary caretakers of 85 children who applied for counseling at a number of community mental health centers or who received private practitioner care. The general hypothesis of the study was that scores on (1) general, (2) intrapunitive hostility, (3) extrapunitive hostility, (4) paranoid ideation, (5) depression, and (6) anxiety would discriminate caretakers who prematurely terminated their children's therapy (group one) from those caretakers who met therapeutic goals (group two) and from those caretakers whose children did not meet therapeutic goals but who attended at least ten therapy sessions (group three). Analysis showed that membership in group two was the most difficult to predict using the six variables above. One variable--intrapunitive hostility (self-criticism and delusional guilt)--was seen as a powerful factor in whether or not a caretaker will remove a child prematurely from therapy. While low self-esteem and guilt may help define this phenomenon, the factor warrants additional investigation. Contains 45 references. (RJM)

ED 407 633 CG 027 717

Prasad-Gaur, Archna; And Others

parent time topics, a family interest survey, programs for two 1-day family literacy programs, advice on home visits, and a family literacy questionnaire. (RS)

ED 407 652 CS 012 786

Nusbaum, Laurie; Willoughby, Mary
Family Learning Survey.
PUB DATE- 95
NOTE- 14p.; For a related document, see CS 012 785.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Early Childhood Education; *Family Literacy; Financial Support; *Parent Student Relationship; Program Effectiveness; Program Implementation; Surveys
IDENTIFIERS- *Colorado; Even Start

A study produced a profile of family literacy in Colorado to provide information on current services and baseline data for evaluating future development. Surveys were sent to 84 adult basic education (ABE) programs, 5 EvenStart programs (a national family-focused program), and 2 programs that were both ABE and EvenStart. Surveys were completed by 72 programs, for a response rate of 79%. Results indicated that (1) 44% of the programs conducted family learning programs in 1995; (2) 993 families participated in family learning programs; (3) 66% of the programs provided all 4 family literacy components (adult basic skills education, child development education, parents and children learning together, and "parent time"); (4) although programs served children from birth through high school, the median age was 8 years; and (5) 50% of collaborating partners of surveyed programs provided funding. (RS)

ED 407 653 CS 012 808

McKenna, Eileen
Gender Differences in Reading Attitudes.
PUB DATE- May 97
NOTE- 30p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Education; *Reading Attitudes; Reading Motivation; Reading Research; Recreational Reading; Sex Bias; *Sex Differences; *Sex Role; *Sex Stereotypes; *Student Attitudes; Student Surveys
IDENTIFIERS- *Gender Issues

A study examined gender differences in reading attitudes among school age children. The hypothesis was that school age children in grades K-8 regard reading as a predominately feminine activity. Subjects were 269 students, grades K-8, from a low-income, urban school setting. Students completed Reading Attitude Surveys, modified from the Downing Object Activity Opinion Survey. The first survey was given to grades K-3, and the second was presented to students in grades 4-8. Results indicated that the overall majority of students see reading as an activity more suitable for girls, supporting the study's hypothesis. Findings suggest that these perceptions intensify with age for both boys and girls. Findings also revealed that the most dramatic increase in this perception seems to take place around grade 5. (Contains 3 tables of data and 25 references; related literature and 2 sample survey forms are

English 30. Part A: Written Response. Grade 12 Diploma Examination.
PUB DATE- Jan 97
NOTE- 38p.; For other English 30 test booklets, see CS 215 804-805.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; English Instruction; Foreign Countries; *Grade 12; High Schools; Poetry; *Reader Response; *Reading Skills; Test Items; *Writing Evaluation; *Writing Skills
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; *Response to Literature

This booklet presents the Written Response part of the English 30 Grade 12 Diploma examination. After instructions for students, the booklet presents the first part of the examination in which students respond to Patricia Keeney's poem "Swimming Alone," which addresses the complexities of risk-taking. The booklet then presents the second part of the examination in which students examine the consequence of the individual response to risk-taking based on the literature they have studied. The booklet provides students with suggested times for completing the examination and space for planning and drafting their responses. (RS)

ED 407 673 CS 215 804

English 30. Part B: Reading, Questions Booklet. Grade 12 Diploma Examination.
PUB DATE- Jan 97
NOTE- 24p.; For other English 30 test booklets, see CS 215 803 and CS 215 805.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Drama; English Instruction; Foreign Countries; *Grade 12; High Schools; *Literary Genres; Poetry; Reading Achievement; *Reading Comprehension; *Reading Skills; Test Items
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; *Response to Literature

Intended for students taking the Grade 12 Diploma Examinations in English 30, this "questions booklet" presents 70 multiple choice test items based on 8 reading selections in the accompanying readings booklet. After instructions for students, the booklet presents the multiple choice items which test students' comprehension of the poetry, excerpts from novels, and Shakespeare's "King Henry IV, Part 2," and essays in the accompanying readings booklet. (RS)

ED 407 674 CS 215 805

English 30. Part B: Reading, Readings Booklet. Grade 12 Diploma Examination.
PUB DATE- Jan 97
NOTE- 31p.; For other English 30 test booklets, see CS 215 803-804.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Drama; English Instruction; Foreign Countries; *Grade 12; High Schools; *Literary Genres;

lack of access to food as a problem. Findings also suggested that students want experienced critics and perceived the CNT as having poor quality judging. Suggestions for improvements include scheduling changes, resource increases, and a post-tournament celebration. (Includes eight notes; appended are two proposals for changes.) (CR)

ED 407 692 CS 509 507

Larson, Bruce E.
Teachers' Conceptions of Discussion as Method and Outcome.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Communication Research; *Discussion; *Discussion (Teaching Technique); *High Schools; *Secondary School Teachers; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- Grounded Theory; Teaching Research

A grounded theory study examined six high school teachers' conceptions of classroom discussion, and their purposes for using classroom discussion. Data were gathered during in-depth interviews and a think-aloud task in which teachers rank ordered five vignettes of classroom interaction. Both urban and suburban high school teachers were involved. Results indicated that teachers used discussion as a method of instruction to encourage students to build their own knowledge of the subject matter and to expose students to multiple perspectives. Results also indicated that teachers used classroom discussion to teach their students how to discuss. Findings suggest that (1) teachers have multiple conceptions of discussion, but are not fully credited with the amount of thought they give to classroom interactions; (2) teachers' leadership role during classroom discussion is critical to its success; and (3) teacher educators and school administrators should consider teaching the discussion method because of its potential to enhance student learning and democratic citizenship. (Contains 26 references.) (RS)

ED 407 693 CS 509 510

West, Keith
Classic Radio Theatre in Contemporary Education.
PUB DATE- Mar 97
NOTE- 6p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; Educational Benefits; Higher Education; *Production Techniques; *Professional Training; *Radio; Secondary Education; Student Development; *Theater Arts
IDENTIFIERS- Media History; *Radio Plays

Radio theater production has been a component of secondary and post-secondary education since the late 1920s. Since the and supervision to both support and challenge school leaders. Each principal worked with another principal on leadership and school-development issues. The group also met regularly with the researcher. The program helped the principals prioritize the educational leadership aspect of their role, created structured opportunities for reflection, and increased collegiality and collaboration. They became more critically reflective and became more critically aware of the political aspects of New Zealand education. The paper describes the experiences of one principal, who confronted his own circumstances and gained a sense of political agency. The paper also discusses the importance of creating democratic curricula and experiences in schools. A conclusion is that the professional-development model's use of critical reflection helped the principals achieve praxis by challenging them to see beyond their own school site to the larger picture of education in New Zealand. (Contains 44 references.) (LMI)

ED 407 713 EA 028 337

Glanz, Jeffrey
From Mr. Wameke to Mr. Rivelle to Mr. Woodman: Images of Principals in Film and Television.
PUB DATE- Mar 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Bureaucracy; Content Analysis; *Cultural Images; Elementary Secondary Education; Films; Leadership; *Popular Culture; *Principals; *Stereotypes; Supervision; Television

Despite burgeoning literature that acknowledges the importance of the principalship in achieving and maintaining school effectiveness, principals have been depicted unfavorably in film and television as insecure autocrats, petty bureaucrats, and classic buffoons. This paper presents findings of a study that not only catalogued images of principals in selected movies and situation comedies on television, but also investigated the motivations behind, and the construction and reception of, such images. The study used a historical-cultural studies approach to analyze images of principals in film and television. Data were gathered through content analysis of over 35 television programs and films from 1950-1996. A total of 286 elementary and high school students and 49 teachers were also surveyed. Research questions included: (1) How are principals depicted in film and television? (2) To what extent are these images of principals confirmed by the experiences of students, teachers, parents, and principals themselves? (3) What are the influential historical forces or factors that have shaped our images of principals? and (4) To what extent do principals contribute to the perpetuation of stereotyped images? Findings suggest that reconceptualizing the theory and practice of administration based on an "ethic of caring" should be a priority. (Contains 79 references.) (LMI)

ED 407 714 EA 028 338

Glanz, Jeffrey
Supervision: Don't Discount the Value of the Modern.

combination of indicators; (4) deciding who selects the effectiveness indicators and performance standards; and (5) managing the differences between the school-site level and the system level. Three tables and three figures are included. (Contains 60 references.) (LMI)

ED 407 731 EA 028 361

Leak, Lawrence E.; Williams, Lois C.

Private Management of Public Schools: The Baltimore Experience (Based on the UMBC Evaluation of the Tesseract Program in Baltimore City).

PUB DATE- Mar 97

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Contracts; Educational Finance; *Educational Innovation; Elementary Secondary Education; *Outcomes of Education; *Privatization; *Program Effectiveness; Program Evaluation; Public Schools; Scores; Teacher Student Ratio

IDENTIFIERS- *Baltimore City Public Schools MD; *Education Alternatives Inc

From August 1992 through February 1996, Education Alternatives, Inc. (EAI) provided private management of 9 out of 180 Baltimore City, Maryland, public schools. The "Tesseract" schools remained public property, and teachers continued to be public-sector employees. After three and one-half years, the city cut short the planned 5-year arrangement with EAI. This paper presents findings of two evaluations of the EAI schools conducted by the Center for Educational Research at the University of Maryland Baltimore County (UMBC). A 1995 study compared the seven elementary Tesseract schools with a control group of seven elementary schools. The 1996 study offered an end-of-project summation. Findings indicate that teachers spent more time working with groups of students than did teachers in comparison schools, and that the rate of teacher turnover for both Tesseract and comparison schools did not change for the period 1991-92 through 1994-95. The EAI schools experienced a modest increase in class size; some loss of art, music, and physical education positions; and substantial decreases in special education and Chapter 1 staffing. Both comparison and Tesseract schools saw little change in students' Comprehensive Test of Basic Skills (CTBS) scores over 3 years and little difference in program effect for continuously enrolled students. EAI was hampered by not having a planning year to fully develop its design and by union hostility. The program was prematurely terminated primarily because of financial issues, but also because test scores did not significantly improve. Given a clear picture of costs and results, the public might pay more for schools yielding better results, but not for the same results. (Contains 3 references, and 12 tables.) (LMI)

ED 407 732 EA 028 362

Massell, Diane; And Others

Persistence and Change: Standards-Based Systemic Reform in Nine States. CPRE Policy Briefs, RB-21.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Methods
IDENTIFIERS- *Direct Instruction

Designed to be used by practicing teachers, students who are learning to become teachers, and faculty members who instruct such students, this manual describes how to use attending cues and responses to help children with mild disabilities attend to the important aspects of instructional activities, and how to use attending cues and responses to help children learn additional appropriate behaviors. The manual includes: (a) background information describing the importance of attention and of direct instruction, and the context for using attending cues and responses; (b) definitions and descriptions of various attending cues and attending responses, information on how to select attending cues and responses, and a taxonomy of those cues/responses; (c) information on how to use attending cues and attending responses to increase the efficiency of instruction, including to increase the rapidity of learning and to teach target and non-target behaviors; (d) a summary of some of the related research; and (e) three self-tests for checking the reader's understanding of the content of the manual. An appendix includes a list of related studies. (Contains 25 references.) (CR)

ED 407 749   EC 305 306

Wolery, Mark
Instructional Module: Promoting the Efficiency of Direct Instruction by Adding Non-Target Stimuli to Trial Sequences.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 20p.; Appendix C of "Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report"; see EC 305 304.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Control; Attention Span; Course Content; Course Descriptions; *Cues; Educational Strategies; Efficiency; Elementary Secondary Education; *Feedback; Inservice Teacher Education; *Instructional Effectiveness; Learning Processes; *Mild Disabilities; Preschool Education; Prompting; Reinforcement; Student Behavior; Teacher Competencies; Teacher Education; *Teacher Response; Teaching Guides; Teaching Methods
IDENTIFIERS- *Direct Instruction

This instructional module describes procedures for training prospective and practicing teachers to use two strategies for enhancing the efficiency of instructing children with mild disabilities: manipulating attending cues and responses and using instructive feedback. The module contains the following information: (a) a description of the competencies to be acquired; (b) a rationale for the competencies; (c) a list of the objectives of the module; (d) a description of the learning activities and alternatives, including a list of relevant articles that learners should read on manipulations of the attending cues and/or attending responses and on instructive feedback; and (e) a content outline of training sessions. The content outline has five major sections: introduction to direct instruction, including the components of direct instruction; using attending cues/responses to increase the efficiency of direct instruction, including information on selecting

ED 407 767 EC 305 485

Marrone, Joseph
Job Development and Placement.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 96
NOTE- 41p.; Section 10.7 of "Clinical Internship Training Program in Psychiatric Vocational Rehabilitation"; see EC 305 482.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- *Career Planning; Employer Attitudes; Interviews; *Job Development; *Job Performance; *Job Placement; *Mental Disorders; Performance Based Assessment; *Vocational Evaluation; Vocational Rehabilitation
IDENTIFIERS- *Functional Assessment; Psychiatric Rehabilitation

This report discusses the job development and job placement in vocational rehabilitation programs for individuals with psychiatric disabilities. An introduction reviews the job placement problems of individuals with mental illness and the different views of the mental health workers' role as advocates. Further topics address: (1) the three different perspectives on the job placement process (client centered, employer centered, and system oriented factors); (2) specific problems of job placement (illustrated by examples of employer complaints); (3) premises regarding placement; (4) the development and implementation of the placement plan; (5) rehabilitation and mental health personnel perspectives on job placement; and (6) the evaluation of job readiness through functional assessment. The importance of collecting data on the job environment in which the client is going to function in determining job readiness is stressed. A table that shows how on-the-job-training works for the employer and the worker is included. Different exercises relating to job placement are attached, including a role-play exercise that involves practicing the marketing of a client to an employer and an interview exercise that provides effective and ineffective responses to hypothetical employer questions. Summary sheets of the information are provided for a slide presentation. (CR)

ED 407 768 EC 305 486

Memorandum of Understanding among the Colorado Departments of Education, Public Health and Environment, Human Services, and Health Care Policy and Financing for the Implementation in Colorado of Part H of the Individuals with Disabilities Education Act. Part H.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; *Agency Role; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Federal Legislation; Infants; *Integrated Services; Shared Resources and Services; State Agencies; *Statewide Planning; Toddlers
IDENTIFIERS- *Colorado; *Individuals with Disabilities Education Act Part H

described. Analysis of data indicates: (1) 38 states and territories apply some graduate requirements to students with disabilities; (2) 9 states require that all students must meet all requirements for a standard diploma; (3) 9 states require students with mild disabilities meet all requirements for a diploma; (4) 11 states allow graduation requirements for students with disabilities to be determined locally; (5) and 6 states permit requirements for students with severe disabilities to be determined or waived by students' individualized education programs (IEPs). The surveys also found that while some states have alternative exit documents for students with disabilities, 19 states only offer a standard diploma. Of the 17 states that require students to pass graduation examinations, 13 required students with IEPs to pass the examination in order to receive a standard diploma. Some of the questions policymakers need to consider as they implement more rigorous high school graduation requirements are outlined. (CR)

ED 407 786 EC 305 545

Cardona, Cristina
Including Students with Learning Disabilities in Mainstream Classes: A 2-Year Spanish Study Using a Collaborative Approach to Intervention.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; Attitude Change; Consultation Programs; Elementary Education; Elementary School Teachers; Emotional Adjustment; Foreign Countries; *Inclusive Schools; *Learning Disabilities; Mainstreaming; Mild Disabilities; *Program Effectiveness; Resource Room Programs; *Self Concept; Student Adjustment; *Teacher Attitudes
IDENTIFIERS- Spain

This study evaluated the effectiveness of an inclusive program for students (grades 2 through 4) with mild learning disabilities (LD) in four elementary schools in Spain. It compared two support strategies, a within-class integrated program versus resource room approach with students having either high or low learning potential. The study also explored changes in beliefs and attitudes of regular education teachers toward inclusion after participating in an ongoing consultation process. Learning potential was evaluated individually using a test-training-retest model. Students' academic abilities and self-concept were assessed with standardized group and individual measures. Results indicated that the LD students in inclusive settings performed better than segregated LD students in both academics and emotional adjustment (as reflected in higher self-concept scores). Although the LD students with high learning potential were more competent academically than those with low learning potential in both programs, even the low-potential LD students achieved significantly better in the regular classrooms than in the resource rooms. The 11 regular teachers who received weekly consultative support improved their attitudes toward inclusion in comparison to a control group of 8 teachers. (Contains 46 references.) (DB)

ED 407 787 EC 305 546

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Evaluation Methods; Foreign Countries;
Intervention; Models; *Multiple Disabilities; Program
Evaluation; Program Improvement; *Severe Mental Retardation;
Student Educational Objectives; Theories; Theory Practice
Relationship

This paper introduces an alternative to the conventional "method-oriented" approach to evaluation of interventions with people having profound/multiple intellectual disabilities (PMPID). The proposed approach uses the principles of theory-driven evaluation, based on a program theory which specifies what must be done to achieve the desired goals, what additional impacts may be anticipated, and how these goals and impacts are to be generated. The paper proposes a two-fold theory of an educational program for individuals with PMPID: that these individuals are capable of establishing meaningful relationships and that their care requires full consideration of their educational needs. The evaluation model is applied to a typical program for individuals with PMPID with the identification of concrete goals and the use of questionnaires, observations, interviews, and document analysis to evaluate four programmatic levels: information, training, support, and written directions. Application of these principles to three evaluation studies is briefly reported. (Contains 23 references.) (DB)

ED 407 804 EC 305 563

Myers, Lynda Rae; Hulsebosch, Pat
Communicating across Cultures: The Deaf Parent to Hearing Parent
Project.
PUB DATE- 28 Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Chicago, IL, March 24-28,
1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Child Rearing; Community Programs; *Deafness; Focus
Groups; Helping Relationship; Mentors; *Parent Education;
Parent Participation; *Parents with Disabilities; Program
Development; *Social Support Groups; Workshops
IDENTIFIERS- Deaf Community

The Deaf Parent to Hearing Parent project was developed to utilize the resources of the Deaf community to support the knowledge, skills, and networks of hearing parents raising deaf children. First, six deaf parents of deaf children met for focus group sessions to brainstorm the knowledge, strategies, and skills they had gained from personal parenting experience. Following this a group of deaf parents received volunteer training which focused on: research on deafness, communication methods, theories on teaching reading, and facilitation skills. The training meetings also looked at the perspectives of hearing parents who find out they have a deaf child and the process of mourning that such parents experience. The deaf parents then developed four family-focused workshops for hearing parents. This program uses local community sites and the resources of the Deaf community. Initial evaluation suggests a positive response by hearing parents. Pairing of a hearing parent with a deaf parent mentor is also planned.

increase in salary, and 67 percent had no change in salary. Data also indicate that strategies involving job site modifications were the most frequently used by counselors, particularly modifications related to access and safety issues such as changes in lighting, enlarged print, and low technology adaptations in general. Recommendations for interventions in job retention for individuals who are blind or visually impaired are made for five primary areas: technology, communication, networking, assessment, and timeliness of response to a request for intervention. (CR)

ED 407 822 EC 305 582

Grade Organization, Maryland Public Schools. Enrollment by Race/Ethnicity and Professional Staff at School Level.
PUB DATE- 30 Sep 96
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Black Students; Elementary Secondary Education; *Enrollment; Hispanic Americans; *Minority Group Children; Pacific Americans; *Professional Personnel; *Public School Teachers; Public Schools; *Racial Distribution; School Districts; State Surveys; Tables (Data)
IDENTIFIERS- Asian American Students; Hispanic American Students; *Maryland

This document contains statistical tables that show the number of students of each race/ethnicity in Maryland public schools, the total number of professional staff, and the number of teachers employed in each school. Information is provided by school district for each elementary, middle, and secondary school as well as for alternative schools. Race/ethnicity categories include American Indian/Alaskan Native, Asian/Pacific Islander, Black, White, and Hispanic. The overall percentage of minority students in each school is also provided. Student and professional totals are presented for each school type and for school districts. State totals indicate there are 818,583 students in Maryland public schools, including 2,569 American Indian/Alaskan Natives, 32,010 Asian/Pacific Islanders, 291,329 Blacks, 463,877 Whites, and 28,798 Hispanics. The overall percentage of students from minority groups is 43.3 percent and the number of professional staff is 53,275.3 with 46,599.3 teachers. (CR)

ED 407 823 EC 305 583

Maryland Special Education Census Data, December 1, 1996.
PUB DATE- Mar 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Census Figures; Children; Data Collection; Demography; *Disabilities; Disability Identification; Elementary Secondary Education; Enrollment Rate; *Incidence; Instructional Program Divisions; Mainstreaming; Minority Groups; *School Districts; Sex; *Special Education; State Programs; State Schools; State Surveys; *Student Placement; Tables (Data)
IDENTIFIERS- *Maryland

This report presents the December 1, 1996 special education data limited-English-proficient students at California State University at Los Angeles (CSLA) is outlined. Eligible international students and recent immigrants and refugees would be identified and placed using a test of English for academic purposes. The proposed program would consists of three content-based courses at sub-collegiate, lower-division, and upper-division levels, designed to mirror demands of the general education curriculum and provide computer literacy needed for academic success. Student must fulfill existing basic and upper-division writing requirements. ESL students would also be able to take existing speech and communication courses focusing on oral skills. The program would be placed within the English department, the existing program of English for speakers of other languages (TESOL), or an appropriate administrative unit such as learning services. Appended materials include the ESL advisory committee membership list, general catalog descriptions of CSLA admission requirements for non-native speakers of English, and charts detailing program course objectives and content. (MSE)

ED 407 843 FL 024 512

Kim, Anna Charr
Socio-affective Factors in Second Language Acquisition.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Case Studies; College Students; Foreign Countries; *Foreign Students; Higher Education; Music Education; Second Language Learning; *Second Languages; *Student Adjustment; *Student Attitudes
IDENTIFIERS- Ukrainians

The case study of a Ukrainian university student in the United States investigated factors in the student's adjustment to the United States and acquisition of English as a second language. The student, aged 20, came to the United States to study music after being denied admission to a Russian conservatory because of his ethnic background, and had not previously studied English. Data were drawn from error and content analysis of all compositions written in English since arriving at the university, extensive recorded interviews, and administration of a language attitude survey given routinely to other students. Results indicate this student had a higher expectation for language learning than many of his peers, estimating his ability lower but also readily acknowledging progress. He considered English language learning to be an art rather than a burden, and used contrastive methods to learn English and improve writing and reading skills in both languages. His reasons for learning English were integrative rather than instrumental. The student became close to American friends and mentors. He found that a perfectionist temperament affected his academic work and communication. Affective elements apparent in his compositions included euphoria, nostalgia, anomie, and alienation, corresponding to theorized stages of acculturation. Contains seven references. (MSE)

ED 407 844 FL 024 514

Guadarrama, Irma N., Ed.; Kirksey, Lockie, Ed.
Transforming Ourselves through the Power of Mediated Instruction.
PUB DATE- 96
NOTE- 65p.

Computer Software; Computer Software Evaluation; *Conflict Resolution; *English for Special Purposes; English (Second Language); Foreign Countries; *Heterogeneous Grouping; Higher Education; Homogeneous Grouping; Instructional Effectiveness; *Interactive Video; *Interpersonal Communication; Japanese; Korean; Language Research; Language Skills; Second Language Instruction; Spanish; Uncommonly Taught Languages
IDENTIFIERS- *Autotutor; Trinity College (Ireland)

A study investigated the instructional effectiveness of Autotutor, an interactive video program developed at Trinity College (Ireland), based on its ability to create an environment promoting learner interaction in a second language. Six students in three monolingual pairs (Japanese, Korean, Spanish) were filmed and recorded using the business English program "Meaningful Negotiation." Recordings were transcribed and analyzed for utterance and pause length, and also for the nature of conversational adjustments, including quantity, quality, function in the context of the activity, learner preferences, and first language use. Results are discussed in these areas: use of pairing of learners of different proficiency; preference for certain question types; participants' emphasis on negotiation of content meaning rather than linguistic meaning; task design and degree to which talk is sustained; turn-taking in mixed- and matched-ability pairs; and the program's ability to promote interactional adjustments and sustained talk. Contains 17 references. (MSE)

ED 407 863 FL 024 549

Danhua, Wei
Medium of Instruction in the L2 Classroom.
PUB DATE- 95
NOTE- 10p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Chinese; *Classroom Communication; Concept Formation; Contrastive Linguistics; *English (Second Language); Foreign Countries; Interlanguage; *Language of Instruction; *Language Processing; Language Research; *Linguistic Theory; *Psycholinguistics; Second Language Instruction; Second Languages; Secondary Education
IDENTIFIERS- *Chinese People

Issues concerning the language of instruction used in teaching English to native speakers of Chinese, particularly adolescents, are discussed. The discussion draws on research in two areas: the role of language medium in the acquisition of concepts, and psycholinguistic differences between Chinese and English. It is concluded that while the intralingual activities of the language classroom create or simulate a second-language environment, encouraging learner thinking in the second language and providing opportunities for proficiency development, use of both languages can be helpful in achieving intralingual proficiency. The learner works from a reference base in the first language, and can use it to adjust to the second language. In the Chinese context, the native language can be used to present syllabus content, especially when complex psycholinguistics processes are an issue, so the learner may use his existing skill to interpret an item that is exotic to him. However, use of the first language should otherwise be restricted and allowed only as a bridge for acquiring the second language, not as a substitute or course, what is accomplished during the course, and what the learner needs to know next. Needs assessment can take a variety of forms, including survey questionnaires, learner-compiled inventories of language and literacy use, learner interviews, review of reading materials, class discussion, personal or dialogue journals; or learner-prepared timelines. To be effective, assessment must be appropriate to the learner or group of learners. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 407 883 HE 030 101

Zemsky, Robert, Ed.
Turning Point.
PUB DATE- May 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrative Change; Cooperative Planning; Educational Improvement; *Educational Innovation; Higher Education; *Institutional Cooperation; Institutional Evaluation; Institutional Research; Institutional Survival; *Interschool Communication; *Partnerships in Education; Planning; Quality Circles; Self Evaluation (Groups)
IDENTIFIERS- Knight Collaborative

This document summarizes roundtable discussions held in November 1996 to address the current condition of higher education, the process of change, and possible joint projects under the new Knight Collaborative group. The group defined the four fundamental steps believed necessary to create a framework for institutional change: (1) establishing a basis for trust, with administrative and faculty having joint responsibility for defining goals and priorities; (2) linking advocacy and reform by defining what the institution is, what it intends to do, and what its values are; (3) recasting institutional governance; and (4) controlling costs. To support this agenda, the Collaborative is establishing cooperative programs to design and implement models that call for executive education through leadership teams and by devising problem-solving strategies. These programs will deliver educational experiences by redesigning learning spaces, using time as the accounting unit of learning, integrating technology to create new modes of teaching and learning, educating the community, and sustaining a learning environment for increasingly mobile students. The programs plan to manage resources by using new strategies for fund raising, implementing distributed budgeting systems, and providing monetary and nonmonetary incentives to maintain faculty commitment to the institutional purpose. (CH)

ED 407 884 HE 030 129

Horvat, Erin McNamara
Structure, Standpoint and Practices: The Construction and Meaning of the Boundaries of Blackness for African-American Female High School Seniors in the College Choice Process.
PUB DATE- Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

1990 (concerning changing the institution's all women status), the Chicano Studies Movement at the University of California (Los Angeles) in 1993, gay rights demonstrations at Pennsylvania State University from 1991 to 1993, African American student resistance at Rutgers University (New Jersey) in 1995, and financial aid protests involving Native American students at Michigan State University from 1994 to 1996. The study involved document analysis, site visits, and interviews with key informants. Each incident is described and analyzed for its wider implications. Each of these incidents was found to represent a message from students in defined minority status regarding the broader society. The paper concludes that contemporary student activism revolves around "identify politics" and is part of a larger social movement framed around the ideals of multiculturalism. (Contains 77 references.) (JLS)

ED 407 903 HE 030 151

Anderson, Albert
Ethics for Fundraisers.
PUB DATE- 96
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Corporate Support; Donors; Educational Finance; Educational Trends; Endowment Funds; *Ethics; *Fund Raising; Higher Education; *Legal Responsibility; Organizational Development; *Program Administration

Intended for professionals and others in the field of philanthropy, this book applies ethics and ethical decision-making to fund raising. Its primary aim is to enhance the level of ethical fund raising throughout the nonprofit sector by equipping those involved with frameworks for understanding and taking principled actions and preventing unethical behavior, thus building bridges of trust to the charitable community. Principles are drawn from classical and contemporary authors and include the standards of Aristotle and John Stuart Mill on utilitarianism, and Immanuel Kant on non-consequentialism. A definition of ethical action is suggested. The book addresses the need for fundraising professionals to confront such issues as: misuse of donor funds, providing false information, the displacement of charitable intentions with other motives, conflicts of interest on the part of charitable organizations, questionable expenses, and the reliability of employees. A practitioner's code of ethics is included. The appendix contains selected ethical codes, principles, and standards. (Contains endnotes.) (JLS)

ED 407 904 HE 030 152

Podgorecki, Adam
Higher Faculties: A Cross-National Study of University Culture.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Comparative Education; Cultural Differences; Foreign Countries; Higher Education; Intellectual Disciplines; *Organizational Climate; Researchers; Role

Committee's evaluation of expenditures and the effectiveness of computer and other technology-based efforts. As a result, a survey which asks schools about computer/technology planning, training, services, and funding was developed. Results from the survey will give state lawmakers a clearer understanding of computer/technology activities, effectiveness, and anticipated future needs, better enabling them to identify how funding and statutory and regulatory policies need to be adjusted. Appendices include a copy of the computer technology questionnaire and list of school district resources. (Author/SWC)

ED 407 924 IR 018 311

Valdez, Armando; And Others
Staking Out the Public Interest in the Merger between Pacific Telesis and Southwestern Bell Corporation. A White Paper.
PUB DATE- Feb 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Agency Role; Citizen Participation; Competition; *Consumer Protection; Futures (of Society); Information Industry; *Mergers; Private Sector; Public Policy; State Agencies; State Government; *State Regulation; *Telecommunications; Telephone Communications Industry; *Utilities
IDENTIFIERS- Access to Services; *California; Deregulation; *Public Interest

This white paper informs Californians of the implications of the possible merger of Pacific Telesis and Southwestern Bell Corporation, under consideration by the California Public Utilities Commission (CPUC). The decision will determine the future direction and character of telecommunications in California. Only a small number of Californians are aware of the pending merger and its significance. This document is a call to civic participation by community and public interest leaders across the state, who should raise their collective and individual voices on these issues. It also seeks to enlarge the public discussion on this decision. One of the paper's major objections to the merger is that it would reduce investments in the state's telecommunications infrastructure, including use of the "Information Superhighway" (see p. 5-6). With the passage of the passage of the Telecommunications Act of 1996, competition, rather than regulation, is the primary means by which consumers will be guaranteed affordable access to both phone service and the information superhighway. Since the passage of the bill, telecommunication companies have been merging and consolidating at an unprecedented rate. This paper provides recommendations on conditions that should be imposed on the merger in order to protect Californians' public interest. (SWC)

ED 407 925 IR 018 315

Reif, Frederick; Scott, Lisa A.
Students and Computers Coaching Each Other: A Method for Teaching Important Thinking Skills.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

respondents use computers, since persons who use computers are less likely to be computer phobic or unwilling to learn new skills. The survey instrument, as well as seven figures showing results, are appended. (Contains 14 references.) (AEF)

ED 407 942 IR 056 225

Rock, Marlene
The Arab-Israeli Conflict as Depicted in Children's and Young Adult Non-Fiction Literature.
PUB DATE- 96
NOTE- 172p.; Master's Thesis, Queens College, The City University of New York.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adolescent Literature; *Annotated Bibliographies; *Arabs; *Childrens Literature; Elementary Secondary Education; Ethnic Studies; Foreign Countries; Information Sources; Jews; Library Collection Development; Middle Eastern History; *Middle Eastern Studies; Nonfiction; Primary Sources; Printed Materials; Social Studies; *War
IDENTIFIERS- *Israelis; *Palestinian Israeli Conflict

Although the Arab-Israeli conflict has been ongoing for half a century, there exists no definitive annotated bibliography of relevant, educational, and representative non-fiction works for children and young adults. Worldwide interest in the Arab-Israeli conflict has prompted an increasing demand by librarians, students, scholars, and the general public for materials containing historical background and diverse points of view on the topic. While there is a large quantity of adult material on the topic, it is not covered sufficiently in juvenile literature. This document provides an annotated bibliography of 103 works concerning the history and background of the conflict, the various wars, works by and about important figures, personal narratives and memoirs, interviews, pictorial works, stories, and poems. This compilation provides a resource for librarians, educators, and parents to assist schoolchildren's understanding of the conflict by supplying simple explanations about war, death, and killing. The compilation will also assist collection development and acquisition department librarians. The selection checklist, and author, title, and subject indices are included. (Contains 87 references.) (Author/SWC)

ED 407 943 IR 056 344

Local Places, Global Connections: Libraries in the Digital Age. What's Going On Series.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Advocacy; *Case Studies; Change Agents; Computer Networks; *Electronic Libraries; Futures (of Society); Information Technology; Internet; Library Automation; *Library Development; Library Planning; *Library Role; Library Services; *Technological Advancement; Theory Practice Relationship

drawbacks of five cost-effective strategies for delivering training, along with ways of ameliorating the drawbacks. Names/addresses and brief descriptions of programs using the consortium, walk-in center, and computer-based training approaches are included. (MN)

ED 407 498 CE 073 896

Model Indicators of Program Quality for Adult Education Programs.
PUB DATE- Mar 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Competence; Competency Based Education; *Educational Objectives; *Educational Quality; English (Second Language); High School Equivalency Programs; *Literacy Education; Models; Performance Factors; Standards; *Statewide Planning
IDENTIFIERS- *Ohio; *Quality Indicators

This document details the Ohio Department of Education's Adult Basic Education and Literacy Education indicators of program quality. A chart details the measures and performance standards for the following quality indicators: learners will demonstrate progress toward attaining basic skills/competencies supporting their educational goals; learners will acquire life skills competencies and demonstrate enhancement of personal and social development; learners will advance in programs or complete requirements for further education/training; programs will be housed in physical environments that are safe, accessible, and appropriate for/conducive to teaching adults; the program planning process will be ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic and technological trends; curriculum and instruction will be geared to individual learning styles and needs; programs will have an ongoing professional development process that is based on staff needs and includes opportunities for follow-up; programs will identify and provide (either directly or through referral) support services needed by learners; programs will recruit from those populations identified in the Adult Education Act as needing literacy services; and learners will participate in programs until their learner-centered goals are met. (MN)

ED 407 499 CE 073 897

Mitchell, Carole
Transforming Teaching: Selecting and Evaluating Teaching Strategies. FEDA Paper.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Classroom Techniques; Educational Change; *Educational Strategies; Educational Technology; Employment Qualifications; Evaluation Methods; Foreign

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Choice; *Career Counseling; Career Education; Career Guidance; *Demonstration Programs; *Education Work Relationship; Employed Women; *Employment Opportunities; *Nontraditional Occupations; Parent Participation; Postsecondary Education; School Business Relationship; Secondary Education; *Sex Fairness; Vocational Education; Womens Education

This bulletin presents an overview of strategies that practitioners identify as methods of increasing young women's access to and success in school-to-work programs in nontraditional occupations. These strategies are discussed: outreach to female students; career information and advising; training for teachers and counselors; math and science education; links with out-of-school programs; success skills; women mentors; parent involvement; and preparing employers and unions. The following institutional strategies are described: (1) including women in nontraditional occupations on advisory councils and hiring women instructors in nontraditional educational areas; (2) including workshops on nontraditional employment in training institutes and offering grant incentives for encouraging nontraditional careers in requests for proposals for local school-to-work initiatives; (3) purchasing textbooks, videotapes, and posters portraying women in nontraditional occupations; and (4) collecting data that link occupations and gender and designating nontraditional occupations for program development. An example of effective practice is provided: Manufacturing Technology Partnership in Flint, Michigan, which provides young women the opportunity to explore high-skill, high-wage careers in the manufacturing sector. A list of 2 publications and 14 organizations for additional information on programs and strategies includes brief summaries describing the organizations' focus and activities. (YLB)

ED 407 518 CE 073 917

School-to-Work and Service-Learning. Resource Bulletin.
PUB DATE- May 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Citizenship Education; Community Services; Demonstration Programs; *Education Work Relationship; Elementary Secondary Education; Middle Schools; School Community Programs; *School Community Relationship; *Service Learning; *Student Participation; Vocational Education

This bulletin presents the key elements of service learning and moves into a discussion of the benefits to be gained from incorporating service learning into a school-to-work system. It discusses the following key elements that are central to service learning programs and that can be expanded when incorporating a service learning component into a school-to-work component: integrated curriculum, time for reflection, building community partnerships, and diverse activities. The bulletin then addresses these practitioner-identified benefits to incorporating a service learning component into a school-to-work system: active learning, working with diverse populations, younger participants, school and community support, and improved citizenship and self-esteem. One example of effective sections: external change factors and learning from history (development of information technology and information in the context of ILT); learning and the management of change (organizational transformation, learning organizations, and quality and planning); organizational management of ILT (application and infrastructure, future-proofing, curriculum management, and information management); learning environments; individual learning; learning content; and setting quality standards for ILT (key points and quality indicators). The handbook contains 19 references. (MN)

ED 407 538 CE 073 947

Helping or Hindering? GNVQ Learning Resources.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Basic Skills; Check Lists; Delivery Systems; Educational Environment; *Educational Resources; *Employment Qualifications; Evaluation Criteria; Foreign Countries; Inservice Teacher Education; *Instructional Materials; Learning Activities; *Media Selection; Models; Records (Forms); Tests; *Vocational Education
IDENTIFIERS- *General National Vocational Qualif (England)

This guide, which is intended for General National Vocational Qualifications (GNVQ) tutors, coordinators, and INSET (In-Service Education of Teachers) trainers, provides a framework within which GNVQ course teams can choose learning resources suited to their particular program's context. Section 1, which explains how to use the document as an INSET tool and for evaluation of individual GNVQ learning resources, contains task outlines and resource audit forms for use in conducting an INSET program consisting of the following stages: establishing a starting point; analyzing the learning environment and reviewing existing resources; and reporting back and action planning. Sections 2 through 8 present criteria for reviewing the following: the learning environment, presentation and design of materials; an introduction to GNVQ, key skills, activities and assignments, underpinning knowledge, and tests and test practices. Each section begins with an overview of special considerations in evaluating the specific type of learning being evaluated and contains evaluation forms/checklists for completing analyses and evaluations. A leaflet consisting of a checklist for reviewing learning resources in GNVQ programs is included. (MN)

ED 407 539 CE 073 949

Bellmann, Lutz
The IAB Establishment Panel with an Exemplary Analysis of Employment Expectations.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employment Projections; Foreign Countries; Labor Economics; Labor Market; *Labor Needs; Supply and Demand; Training

Change; Educational Research; Educational Trends; Elementary Secondary Education; High School Equivalency Programs; *Home Study; *Instructional Effectiveness; Postsecondary Education; *Program Development; Program Effectiveness; Standards

Originally conceived as a "substitute" form of education, instruction by correspondence or distance education was formally recognized in the United States in 1883 and has since developed into an alternative form of instruction preferred by millions of people. In the past 100 years, home study enrollments in the United States have grown from several hundred to well over 3 million annually. Home study has been recognized as effective by many private and public sector organizations, including employers, schools/universities, licensing boards, government agencies, the military and unions/trade associations. In the United States, home study schools are evaluated and accredited by the National Home Study Council, National University Continuing Education Association, and Program on Non-Collegiate Sponsored Instruction. Numerous research studies have documented the effectiveness of correspondence, extension, and distance instruction. Many criticisms of distance learning are based on unfair comparisons with conventional educational programs with no consideration of the fact that distance education programs tend to serve part-time adult students who have more outside obligations than conventional students. For many years, the correspondence instruction method has been used successfully to provide high school course work. In 1992-93, 127 accredited U.S. institutions were offering campus-free college degrees in hundreds of fields. (Contains 30 references.) (MN)

ED 407 558   CE 073 991

Welch, Sally R.
Home Study Academic Transcripts. NHSC Occasional Paper Number 10.
PUB DATE- Mar 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Records; Adult Education; *Correspondence Study; Disclosure; *Distance Education; *Home Study; *Information Dissemination; Postsecondary Education; *Recordkeeping; Records (Forms); School Security

Academic transcripts are becoming increasingly important in home study environments because they are gaining wider use as "sales tools" by home study program graduates seeking acceptance of their home study work by employers and registrars. Well-designed transcripts have become an excellent alumni service and subtle marketing device that all schools should provide. Issuing institutions must ensure that documents transmitted as transcripts are appropriate for their intended use and contain at least the following essential data elements: identification of the institution; identification of the student; basis of admission; record of work pursued; academic status; statement of graduation; supplemental information for graduate students; and last entry notation. In accordance with pertinent federal legislation, transcripts are normally issued only at a student's request. For the reader's convenience, official transcripts should be accompanied by a key or legend containing 15 items (including information about any institutional name/location changes, the grading system used, and method of sociocultural dimensions of motivation in the biographies of adult learners. Following an introduction and explanation of research methods, chapter 3 examines the problem of stated reasons for learning and the arbitrariness of separating career and personal motivation. Chapter 4 uses two case studies to show marginality, change, and breakdown in individual lives. It examines the role of significant others in strengthening self and risk-taking. Chapter 5 focuses on men, motives, and changing lifestyles in a community in distress. Chapter 6 focuses on the role of self-objects, showing how one man progressed toward a more balanced lifestyle and integrated self. Chapter 7 identifies differing responses to dislocation in the lives of two women and their male partners. Chapter 8 focuses on two women in crisis, exploring how personal and occupational insecurities feed off each other and how life in stressful occupations can drive women and men to breakdown and to education as a potential solution. Chapter 9 describes the "border country" between past and present, Wales and England, working- and middle-class cultures. Chapter 10 concerns an Asian man and woman negotiating different cultures and composing new lifestyles in higher education. Chapter 11 analyzes learners' experiences of higher education. Chapter 12 considers managing change and the nature of subjectivity in conditions of profound uncertainty. Appendixes include a list of 140 references and an index. (YLB)

ED 407 577 CE 074 026

Reaching the Next Step: How "School to Career" Can Help Students Reach High Academic Standards and Prepare for Good Jobs.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Education Work Relationship; *Educational Improvement; Educational Trends; Employment Qualifications; *Futures (of Society); High School Graduates; High Schools

Too many of today's high school graduates do not have the academic knowledge and skills they need to get good jobs, to enter first-rate vocational training programs, or to earn college degrees. The "school-to-work" (or more broadly, "school-to-career") movement has the potential to bring together the high standards, proven instructional strategies, exposure to work, and incentives for study that will provide an upgraded education for students, especially the average students who have been underserved by high schools. The following seven features are recommended in order to help the school-to-work initiative succeed: (1) provide all students with a strong academic foundation prior to high school; (2) expose all secondary students to rigorous academic coursework in all core subjects; (3) use effective and engaging teaching methods; (4) provide career exposure to improve academic performance and to prepare students for life after high school; (5) create an incentive for students to study and achieve--make a high school diploma count; (6) provide professional development for educators; and (7) use student achievement data to evaluate progress regularly. These recommendations will lead to the

Compiled from information contained in the Program Year 1994-95 Annual Narrative Performance Reports submitted by states to the U.S. Department of Education, this update shares selected information on recent developments in family literacy programs. Section 1 provides information on new or existing collaborations in these states: Colorado, Connecticut, Idaho, Illinois, Kansas, Texas, and Wisconsin. Section 2 describes curriculum and program components of programs in Colorado, Kentucky, Louisiana, and Virgin Islands. Section 3 discusses program expansion in District of Columbia, Kentucky, Oregon, Pennsylvania, South Carolina, Washington, and West Virginia. Section 4 describes staff development activities in Colorado, Connecticut, Idaho, Kansas, Kentucky, and New Mexico. An appendix provides contact information (name, address, telephone number, fax, and Internet address) for each state's director of adult education. Similar information is provided for individuals in similar positions in freely associated states, insular areas, and territories. (YLB)

ED 407 595   CE 074 065

A State Workplace Education Update: Selected Program Activities. Program Year 1994-95.
PUB DATE- Apr 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; *Coordination; Enrollment Trends; *Inplant Programs; *Literacy Education; Marketing; Program Development; Program Implementation; School Business Relationship; School Community Relationship; *Staff Development; Statewide Planning; Student Evaluation; Teaching Methods; *Workplace Literacy

Compiled from information contained in the Program Year 1994-95 Annual Narrative Performance Reports submitted by states to the U.S. Department of Education, this paper shares selected information on recent developments in workplace education programs for adults. Section 1 describes programs that exhibited strong partnerships and collaboration in these states: Connecticut, Illinois, New Hampshire, Oregon, Tennessee, and West Virginia. Section 2 describes programs in the following states that ensure that instructional methods meet the rapidly changing needs of the workplace and the learner: California, Colorado, Connecticut, District of Columbia, Idaho, Kentucky, South Carolina, Washington, and Virgin Islands. Section 3 identifies these states in which workplace education enrollments increased due to improved marketing strategies: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Nevada, New Mexico, North Carolina, Oklahoma, Ohio, Pennsylvania, South Carolina, Tennessee, Texas, and West Virginia. Section 4 describes marketing and incentives to promote the formation of workplace education partnerships in these states: California, Colorado, Florida, Georgia, and Ohio. Section 5 describes program expansion in Colorado, Idaho, Kentucky, South Carolina, West Virginia, and Wisconsin. Section 6 reports on student assessment and achievement in Florida, Iowa, Colorado, Nevada, and South Carolina. Section 7 describes staff development in Georgia, Idaho, Nevada, North Carolina, Pennsylvania, Tennessee, Washington, and Wisconsin. (YLB) not work. Greater understanding and tolerance for the conflicting interest of different parties are required. Contains 14 references. (RJM)

ED 407 614 CG 027 645

Jackson, Leslie; And Others
Multicultural Training in Psychology: New Challenges for Institutions, Instructors and Students.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; *Counselor Attitudes; *Counselor Training; Cultural Awareness; *Cultural Pluralism; *Curriculum Evaluation; Higher Education; Multicultural Education; Program Evaluation; Psychologists; Skill Development; Student Attitudes
IDENTIFIERS- *Multicultural Counseling; *Multicultural Materials
A growing body of creative curricular materials, intended to guide and support the multicultural training of psychologists, has been developed. To enhance these materials, a preliminary evaluation of a multicultural program was conducted in an attempt to understand how students develop into culturally competent clinicians, particularly in terms of acquiring requisite awareness, knowledge, and skills. What this preliminary evaluation has highlighted is the need for assessment tools to accurately evaluate minimum and advanced competency levels in students, and the components thereof (e.g., awareness vs. skills). Demographically the participants, as predicted, constituted a well-educated, urban, and ethnically diverse group with initially moderate levels of awareness and knowledge of multicultural issues upon entering the program. A total of 70 first year students were asked to complete a "Survey of Psychology Training" during new student orientation in the Fall of 1992. A total of 40 of the original students participated in the post-test phase of this evaluation. The data also confirmed the second hypothesis that there were no differences between groups of students independent of subspecialty interest. These students were motivated to develop those multicultural skills necessary to work in communities that present special challenges to the traditional model of service delivery. Survey results indicate that institutions do seem to be increasing students' awareness, knowledge, and skills in multicultural issues. (RJM)

ED 407 615 CG 027 657

Errington, Crystal S.; Prestridge, Cicily C.
Grief Counseling in the School: Help for Psychologists and Teachers. A Model of a Crisis Intervention Plan Developed for Livingston Parish Schools.
PUB DATE- 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Louisiana School Psychology Association (Lafayette, LA 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Responsive Systems Consultation: A Model for Conjoint Consultation Preliminary Results.
PUB DATE- Aug 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Development; Children; Consultants; *Consultation Programs; Elementary Education; *Parent Attitudes; *Parent School Relationship; *Parent Teacher Cooperation; *Teacher Attitudes
IDENTIFIERS- Responsive Therapy

Responsive Systems Consultation (RSC) is an approach for enhancing children's developmental outcomes and involves a psychological or educational consultant working jointly with a child's parents and teachers. The impact of the RSC on parent and teacher consultees' attitudes toward home-school collaboration and their evaluation of the consultation process were examined in this study. The study was conducted in three public elementary schools (grades K-5), two middle schools (grades 6-8) and one private elementary school (grades K-3). The participants for this study were 38 middle-class parents and 43 teachers. The data were collected over a two-year period. The results indicate a positive impact of RSC on consultees' attitudes towards home-school collaboration and an improvement in the parent-teacher relationship as reported by parents. Statistically significant differences were not observed for teachers' reports of their relationships with parents. The consultation process was rated favorably by both parent and teacher consultees. Regarding the impact of consultation on the presenting concern, 35% of all consultees reported considerable improvement and 57% reported some improvement. Overall, results indicate that RSC is a promising model for improving children's adjustment and improving parents' attitudes toward the parent-teacher relationship. Contains 12 references. (RJM)

ED 407 634   CG 027 721

Habicht, Manuela H.
Parental Explanations for Their Child's Psychological Illness.
PUB DATE- Aug 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Problems; Child Behavior; Children; Elementary Secondary Education; *Family Environment; Family Life; Holistic Approach; Mental Disorders; Models; *Parent Attitudes; Parent Child Relationship; *Psychopathology
IDENTIFIERS- Psychological Constructs

Individual symptoms of psychological disorders are often related to general familial conflicts; a psychologically conspicuous individual cannot become healthy as long as family life is deeply troubled. To explore this belief, parents' concepts about their children's behavior were examined. Forty-four parents, who were either involved with a family counseling center or a church-affiliated organization, filled out appended.) (Author/CR)

ED 407 654 CS 012 809

Literacy Strategies.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Intermediate Grades; Limited English Speaking; *Literacy; Metacognition; Middle Schools; Questioning Techniques; Reading Comprehension; *Reading Improvement; Reading Strategies; Secondary Education; Special Needs Students; State Standards; Test Wiseness; *Testing
IDENTIFIERS- *North Carolina

The literacy strategies in this guide provide practical suggestions for teachers, regardless of discipline, to help middle school and high school students move to Levels III and IV on the North Carolina End-of-Grade Reading/Competency Tests. The strategies in the guide are designed for use with "inefficient" readers (not nonreaders). After an introduction, sections of the guide include: The Nature of Literacy; A Focus on Reading; Student Reactions to End-of-Grade Tests; End-of-Grade Testlets: Analysis; What Is Reading?; Strategies for Reading; Preparation-Engagement-Reflection; Scaffolding Reading Experiences; Prereading, Engagement, Reflection Activities for "Out of the Wild"; Instructional Activities: Prereading, Engagement, Reflection; Questioning for Comprehension; In the Classroom: Putting It All Together; Best Practices: Instructional Activities for Improved Reading; Working with Limited English Proficient Students: Strategies for Regular Classroom teachers; Students with Special Needs: Instructional Methods Teachers Can Use; and Metacognitive Strategies. Contains 51 references. (RS)

ED 407 655 CS 012 810

Kallick, Bena; Brewer, Ross
How To Assess Problem-Solving Skills in Math.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Evaluation Methods; *Mathematics Instruction; *Portfolio Assessment; Portfolios (Background Materials); Primary Education; Problem Solving; *Skill Development; *Student Evaluation
IDENTIFIERS- Authentic Assessment

The assessment problems in this guide offer K-2 teachers a beginning toward building a bank of math tasks that measure whether or not their students are becoming better problem solvers. The problems can be used as tools to use when teaching the strategies of effective problem solving and as informal assessments to help teachers see what their students do and do not understand. After a preface and an introduction, chapters in the guide include: (1) Authentic Assessment: What Is It?; (2) Using Exemplars Math Problems; (3) Scoring Students' Work; (4) Developing Your Own Math Problems; (5) Creating a Comfortable Environment for Assessment; and (6) Using Problem-

Poetry; Reading Achievement; *Reading Comprehension; *Reading Materials; *Reading Skills
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations; *Response to Literature

Intended for students taking the Grade 12 Diploma Examinations in English 30, this "readings booklet" presents 8 reading selections from fiction and nonfiction. After instructions for students, the booklet presents (1) Robert Penn Warren's poem "Summer Afternoons and Hypnosis"; (2) an excerpt from an interview with William Golding; (3) a dramatic passage by Hilaire Belloc; (4) an excerpt from Janusz Malinowski's "The Nature of the Visual Arts"; (5) an excerpt from Peter Carey's novel "Oscar and Lucinda"; (6) R. S. Thomas' poem "The Face"; (7) an excerpt from William Shakespeare's "King Henry IV, Part 2"; and (8) Lance Morrow's essay "The Holy War of Words." (RS)

ED 407 675 CS 215 810

McElmeel, Sharron L.
Literature Frameworks--From Apples to Zoos. Professional Growth Series.
PUB DATE- 97
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Classroom Techniques; *Curriculum Development; Elementary Education; *Literature Appreciation; Preschool Education; *Thematic Approach; Units of Study
IDENTIFIERS- Graphic Organizers

Intended for use by teachers in preschool through intermediate grade classrooms, library media specialists, and other educators, this book presents 26 literature frameworks that involve students in reading and sharing literature in connection with thematic units. Each framework suggests books and literature-related materials to coincide with topics that are often included in the elementary school curriculum. The book seeks to identify a multitude of common topics/themes and provide a skeleton for the unit by presenting some basic background information and a bibliography, including annotations and suggestions for integrating the resources into that particular theme or connection. The alphabetical list of topics includes apples, books, collage, flight, ice cream, money, quilts, scarecrows, uniforms, x-rays, and zoos. An appendix presents 65 reproducible graphic organizers to assist in the learning activities suggested in the book. (RS)

ED 407 676 CS 215 825

Warner, Mary L.
The Pedagogy of Partnerships: Empowering Pre-Service Teachers for Teaching and Writing.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

reduction in radio theater in the 1950s, such courses have been used to prepare students for other fields--television, film, etc. Radio theater production can be approached in two ways: classic production and modern production. Elements of classic production are performed in one take and instantly combined, usually before a studio audience; productions tend to be relatively short (15-30 minutes), and production elements are not complicated. Modern production style is closely related to motion picture techniques; elements are produced separately, allowing for multiple takes. These elements are combined during a post-production process, and productions can be longer (30-90 minutes) than classic style allows. Classic radio theater allows the educator another tool to teach production techniques applicable to other areas, as well as a performance alternative to these areas. Application in broadcast/electronic media and theater favors short rehearsal sessions, self-contained class projects, flexible staging, little cost addition, casting against physical type, and introduction to the performing arts. In communication/electronic media, classic radio theater also allows for theater of the mind, live remote productions and audience expansion. (An attached diagram outlines differences between classic and modern radio theater.) (NKA)

ED 407 694 CS 509 512

DeFeo, Carol Jean
Public Relations and Publicity: Tools and Techniques for Student Organizations.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audience Awareness; Journalism; Nonprint Media; *Planning; Program Development; Program Implementation; *Public Relations; *Publicity; Secondary Education; *Student Organizations; *Student Participation
IDENTIFIERS- *Technology Integration

Based on the idea that to be successful, a student organization must have a sound public relations and publicity program, this handbook considers techniques of internal communication that establish good public relations with various special groups: the student body, the administration, the faculty, and the staff. The handbook states that developing an effective public relations/publicity program includes the traditional methods--use of posters and newsletters, "creative" use of bulletin boards, use of an organization historian, the organized and purposeful telephone campaign, and the art of personal contact--but that modern technology can make the public relations job easier. According to the handbook, any organization (with technology available in most schools or school districts) can mount an effective campaign within its school by creating videos, establishing a radio station, and using desktop publishing techniques to help create a public relations/publicity plan. Chapters in the handbook are entitled: (1) Public Relations Programs; (2) Communicating with Your Publics; (3) Equipment Needs for Public Relations Programs; (4) A Short Course in Journalism; (5) Planning Publicity; (6) Power of the Printed Word; (7) Non-Print Media; (8) Evaluating Your Program; and (9) Bright Ideas. Contains 16 references. (NKA)

PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Elementary Secondary Education; Instructional Leadership; Leadership; Politics of Education; *School Supervision; *Supervision; *Supervisors; Supervisory Methods; Teacher Supervision
IDENTIFIERS- *Postmodernism

Postmodernists have criticized modern conceptions of supervision as bureaucratic, hierarchical, and oppressive. This paper asserts that the postmodern proclivity to completely eschew expert supervision, evaluation, and judicious use of directive supervision is misguided, potentially limiting, and dangerous. The paper argues that collegial practices may not always be desirable and that directive supervision not only has its place in a supervisory program, but serves to safeguard the democratic framework of schooling and provides practical guidelines for practitioners and suggestions for the training of future administrators. The first part of the paper presents an overview of the three eras in the evolution of supervision--the premodern, the modern, and the postmodern. The three approaches to supervision outlined by May (1989) are described next--the applied-science approach, the interpretive-practical approach, and the critical-emancipatory approach. The paper argues that a diversity of approaches to supervision should be accepted, both the modern and postmodern. Supervision should be conceived as that process that utilizes a wide array of strategies, methodologies, and approaches aimed at improving instruction and promoting educational leadership as well as change. The paper presents the concept of "supervision as tofu"-- a practice that is diverse and versatile, yet uniform and substantial. It is unseen yet retains integrity. (Contains 100 references.) (LMI)

ED 407 715 EA 028 339

Hazi, Helen M.; Glanz, Jeffrey
Supervision Travelling Incognito: The Forgotten Sister Discipline of Educational Administration.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Educational Administration; *Educational History; Elementary Secondary Education; Instructional Leadership; School Administration; *Supervision; *Supervisory Methods; *Teacher Supervision

The field of instructional supervision in schools has a history of being misunderstood and devalued, having been beset by problems of definition and purpose. This paper examines the history of supervision and its ties with educational administration, and describes implications for supervision and administration. There is a history of tension between the two fields, and supervision has benefitted by disassociating itself from administration. The paper calls for more discourse between

PUB DATE- Mar 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Educational Change; *Educational Objectives; Educational Policy; Elementary Secondary Education; Equal Education; *Outcome Based Education; Performance; *State Action; State Programs; *State Standards

Beginning in the mid- to late-1980s, state policymakers began to rethink their strategies for influencing curriculum and instruction in public education and adopted a policy strategy known as standards-based, systemic reform. This issue of "Consortium for Policy Research in Education (CPRE) Policy Briefs" examines how standards-based, systemic reforms evolved in nine states during 1994-95. The research is based on in-depth interviews with policymakers and educators in California, Connecticut, Florida, Georgia, Kentucky, Minnesota, New Jersey, South Carolina, and Texas. The brief analyzes the persistence and transformation of the new instructional guidance strategies. Findings show that in the nine states, there was steady, incremental progress toward standards-based reform, which was enhanced by the support of education and business communities and national associations. The most critical element facilitating continuation was the effort by policymakers to balance between new goals and traditional teaching methods and subject areas. Contrary to concerns that standards-based reforms would overextend state and federal authority, in practice the policies fit well within the decentralized American tradition. Most school districts used state standards as guidelines, but actively pursued their own standards-based curricular and instructional changes. Issues and challenges to be confronted include district support of teachers, equity, the feasibility of combining old and new approaches, and coordination among various change agents. Two tables are included. (Contains six references.) (LMI)

ED 407 733 EA 028 363

Wall, Russell; Rinehart, James S.
School-Based Decision Making and the Empowerment of Secondary School Teachers.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Governance; Multiple Regression Analysis; *Participative Decision Making; Professional Autonomy; *School Based Management; Secondary Education; *Secondary School Teachers; State Legislation; *Teacher Attitudes; *Teacher Empowerment

In some educational systems, legislative action mandates teacher participation in decision making through the formation of policymaking bodies such as school councils. This paper presents findings of a study that investigated high school teachers' perceptions of empowerment in schools with and without school councils. The study investigated Kentucky high school teachers' perceptions of some dimensions of empowerment at various stages of school-council implementation. The attending cues/responses; using instructive feedback to increase the efficiency of instruction, including information on three types of instructive feedback; findings from research on attending cues/responses and instructive feedback; and recommendations for use of manipulations of the attending cues/responses and instructive feedback. A chart of a taxonomy of attending cues and responses is also included. (CR)

ED 407 750 EC 305 307

Harrell, Peggy L.; And Others
Effects of Independent and Interdependent Group Contingencies on Acquisition, Incidental Learning, and Observational Learning.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 28p.; Appendix E of "Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report"; see EC 305 304.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Strategies; Elementary Education; Feedback; Group Dynamics; *Incidental Learning; *Instructional Effectiveness; *Learning Disabilities; Learning Processes; *Observational Learning; *Small Group Instruction; Student Behavior; Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- *Independent Behavior; *Interdependence; Time Delay

This study of two groups of four children (ages 6-9) with learning disabilities evaluated the effects of two contingencies (independent and interdependent) on the learning of students with learning and behavioral disabilities when conducted in small groups with constant time delay. Measures were collected on the rapidity with which children learned under the two contingencies, the amount of observational learning that occurred, and the extent to which students acquired additional information that was included in the feedback for correct responses. The results indicate that: (a) both instructional arrangements were effective with all students and all behaviors; (b) the independent contingency condition resulted in more rapid learning than the interdependent contingency; (c) students acquired nearly all of the behaviors taught to their group members, but it was not differentially affected by the two contingencies; (d) students acquired some of the additional information presented in feedback events, but it also was not differentially affected by the two contingencies; (e) when one group was presented with written words and verbal definitions, more learning clearly occurred on the written work than on the definition of the word. Attached charts shows each participant's responses on the interdependent and independent contingencies. (Contains 24 references.) (Author/CR)

ED 407 751 EC 305 308

Werts, Margaret Gessler; And Others
Stimulus Equivalence Established through Instructive Feedback.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 25p.; Appendix G of "Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report"; see EC 305 304.
LANGUAGE- English

This memorandum of understanding among the Colorado Departments of Education, Public Health and Environment, Human Services, and Health Care Policy and Financing, describes how the agencies will work together in the implementation of Part H of the Individuals with Disabilities Education Act (IDEA). The agreement covers: (1) a statement of common purpose; (2) common definitions of terms; (3) the values base for agreement, including family involvement, community collaboration, and the promotion of natural environments; (4) the authority for the agreement which lists the different laws and regulations that require cooperation among state departments; (5) the intended outcomes of the statewide early intervention service delivery system; (6) mutual objectives of the program at the state and local level; (7) each agency's commitment to outcomes and objectives; (8) the individual responsibilities of each department; (9) the procedural safeguards relating to parental and child rights; (10) the confidentiality of information; (11) the transition from Part H to Part B of IDEA (preschool services); (12) the coordination with other state and federal initiatives; (13) the state agency dispute resolution process; (14) the role of the Colorado Department of Education in supervising and monitoring; and (15) the review of the agreement. (CR)

ED 407 769   EC 305 496

Chen, Deborah
Early Intervention Model Demonstration Network for Infants Who Are Deaf-Blind and Their Families. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Feb 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Deaf Blind; Demonstration Programs; *Early Intervention; *Educational Practices; Focus Groups; *Infants; Instructional Materials; *Material Development; Program Development; Program Effectiveness; Program Evaluation; Self Evaluation (Groups); *Technical Assistance
IDENTIFIERS- *Capacity Building

This final report describes the activities and accomplishments of a 3-year model demonstration early intervention network serving infants who are deaf-blind and their families. The primary goal of the project was to build the capacity of early intervention programs. Sixteen early intervention programs participated in at least one component of the project and nine programs participated in a majority of project activities. Project activities involved identifying, developing, and documenting effective early intervention practices with infants whose multiple disabilities include both vision and hearing loss and their families. Project objectives were accomplished through such activities as: family/professional focus group meetings, program self-reviews, program development plans, interdisciplinary focus group meetings, a supervisory focus group meeting, workshops, follow-up consultation, and materials development. The project produced a manual on effective practices in early intervention with this population and four videotapes which have been made commercially available: "Making the Most of Early Communication," "What Can Baby Hear? Auditory Tests and Interventions for Infants with Multiple Disabilities," "What Can Baby See? Vision Tests and

VanGalder, Candace Jayne
CARE: Caregiver Assistance, Resources, and Education. A Case Study of a Family-Centered Assessment and Intervention Model.
PUB DATE- 19 Apr 97
NOTE- 73p.; Study conducted in the Holland Public School District, MI.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Caregivers; Case Studies; *Child Rearing; *Developmental Delays; *Early Intervention; Evaluation; Family Involvement; *Family Programs; Home Programs; Mothers; Parent Child Relationship; *Parent Education; Perceptual Motor Coordination; Play; Preschool Education; Program Effectiveness; Qualitative Research; Self Care Skills; Skill Development; *Teaching Models; Training Methods; Young Children

This pilot study, involving a mother and her 3-year-old child with developmental delays, developed, implemented, and evaluated a model of early intervention that incorporates family-centered assessment and intervention practices. The CARE (Caregiver Assistance, Resources, and Education) project model was both school-based and home-based. The family-centered system of assessment, planning, training, and monitoring was designed and evaluated in a formative process by the therapist/trainer. Additionally, a caregiver training model, CREFT (Child Relationship Enhancement Family Therapy), was applied to strengthen the child-caregiver relationship. The CREFT method trains caregivers in therapeutic skills in a play therapy setting. Eight 1-hour weekly sessions were conducted in either the home or school setting. The participating mother gained knowledge, skill, and confidence in guiding and supporting her child. The child subsequently gained skill and confidence in the self-care and fine motor areas addressed in the training. Appendices include the questionnaires used and CARE progress notations. (Contains 56 references.) (DB)

ED 407 788 EC 305 547

Griffer, Mona R.
Facilitating Technology-Based Clinical Skills in Preservice Speech-Language Clinicians: Strategies for University Faculty.
PUB DATE- 97
NOTE- 137p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *Communication Disorders; *Computer Assisted Testing; Computer Uses in Education; Course Content; *Curriculum Development; Curriculum Evaluation; Educational Technology; Elementary Secondary Education; *Evaluation Methods; Faculty Development; Graduate Study; Higher Education; *Language Impairments; *Language Tests; Professional Education; Speech Evaluation; Speech Impairments; Speech Language Pathology; Speech Therapy

This practicum report describes a project to teach preservice speech-language clinicians cost-effective and time-efficient methods for analyzing language sample assessment data used to design functional treatment programs for children with communicative/linguistic deficits. A technology curriculum was designed and implemented which emphasized computer-assisted analysis of language samples. The curriculum was designed to

Contains 19 references. (DB)

ED 407 805 EC 305 564

Quinones, Wm. A.; And Others
E.D. Walker High School Curriculum Guide: Correlation of the Life Centered Career Education Curriculum with Local District Initiatives, Curricula, Current Best Practices, and Campus Assessment Instruments.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adapted Physical Education; Career Planning; *Competency Based Education; *Curriculum Design; *Curriculum Development; Curriculum Guides; *Daily Living Skills; *Disabilities; High Schools; Individualized Education Programs; Interpersonal Competence; Self Care Skills; Special Needs Students; Student Evaluation; Total Communication
IDENTIFIERS- Dallas Independent School District TX; *Life Centered Career Education

This curriculum guide provides information on how a Texas high school for adolescents and adults (ages 15-21) with severe disabilities was able to coordinate the Life Centered Career Education (LCCE) curriculum with Dallas Public Schools district curricula and other best practices. Part 1 discusses why the LCCE curriculum has been adopted and the competency units of the curriculum: daily living skills, personal social skills, and occupational guidance and preparation. The competencies and subcompetencies contained in the LCCE curriculum are listed. Part 2 describes academic excellence indicators and teacher effective indices that can be used for special populations for identifying progress and success in educational performance. Part 3 provides matrices of LCCE and Dallas Public Schools initiatives; LCCE, district curricula, and current best practices; and LCCE and local campus assessment instruments. Part 4 includes blank forms for measuring student progress on individual education plan goals and objectives, lesson plans, and profile and data sheets. Appendices include competencies for the developmental center, work activity center, transition adjustment, total communication, deaf education, and adapted physical education. A campus improvement plan and a list of the national education goals are included. (Contains 27 references.) (CR)

ED 407 806 EC 305 566

Lange, Cheryl M.
Charter Schools and Special Education: A Handbook.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 6 May 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Disabilities; Disability Identification; Educational Legislation; Elementary Secondary

collected annually by the State of Maryland as part of the its Special Services Information System. Information is compiled on special education students ages 3-21 in all 24 local education agencies and state operated programs. Definitions of key terms used to classify student placements precede the data tables. The total number of students with disabilities served in Maryland is reported to be 104,630. Tables include information by agency on the number of children with disabilities served, broken down by the following factors: disability, age, grade, intensity (the amount of time a student is receiving specially designed instruction), ethnicity, gender, and placement in the least restrictive environment. Pie charts illustrate the percentage of special education students by disability and the placement of special education students. A graph indicates the percentage of special education students by grade. (CR)

ED 407 824 EC 305 584

Dixon, Cathy; And Others
Gifted and At Risk. Fastback 398.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; Cognitive Processes; Educational Strategies; Elementary Secondary Education; *Emotional Problems; *Gifted; *High Risk Students; Learning Disabilities; *Parent Child Relationship; *Talent Identification; Underachievement

This booklet discusses students who are gifted and at risk of school failure. The different types of problems gifted children face and ways to identify if they are at risk are reviewed. Checklists are provided for teachers of gifted students, regular classroom teachers and counselors, and parents of gifted students to assist in the identification of risk characteristics. The booklet also describes school, home, college, and community strategies strategies for building resiliency in gifted students to keep them from becoming at risk. Information on school strategies includes a discussion of the global, kinesthetic, or tactual learning styles of most gifted students. Some teaching strategies discussed are to step out of the traditional mold, rethink the classroom, restructure tests, be flexible, provide independent learning time and assistance, use more manipulatives, create hands-on classrooms that allow much more movement, and allow gifted students to take charge of their learning. Parent strategies include reading aloud, reading together, providing access to information, nurturing intense interests, ensuring children do regular homework and participate in school activities, and ensuring gifted and non-gifted siblings assume equal roles in family routines. Contains 24 references. (CR)

ED 407 825 EC 305 585

Winner, Ellen
Gifted Children: Myths and Realities.
PUB DATE- 96
NOTE- 449p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education; Classroom Research; Classroom Techniques; Creative Writing; *Curriculum Design; Educational Strategies; Elementary Secondary Education; *English (Second Language); Fables; *Instructional Materials; Literature Appreciation; Media Selection; Minority Groups; Multicultural Education; Parent Participation; Second Language Instruction; Second Language Learning; Student Attitudes; Student Experience; Student Teachers; *Teacher Attitudes; Teacher Student Relationship; Writing Instruction
IDENTIFIERS- Multicultural Literature

A collection of essays on English-as-a-Second-Language (ESL) and bilingual education focuses on issues in making curricula meaningful for teachers and students. Articles include: "Critical Mediation: When Teachers and Students Connect in the 'Ecliptic Zone'" (Irma N. Guadarrama); "Reflecting on Ideological Baggage: Latino Pre-service Teachers and Their Experiences as Students" (Elizabeth Sugar Martinez); "A Special Kind of Knowledge: When Teachers Do Research and Parents Teach" (Cathy Amanti); "An Interview with Cathy Amanti"; "Multicultural Literature in Bilingual Education: Exploring Story as a Guide in La Nueva Fabula" (Guadarrama); "Students Writing Fables: A Traditional Genre Gets a Modern Facelift" (Guadarrama); "A Teacher's Story on Becoming Critical" (Samuel D. Sarabia); and a poem, "Mi vieja cultura" ("My Cultural Journey") (Guadarrama). (MSE)

ED 407 845 FL 024 515

Spina, Stephanie Urso
What's In a Name? An Argument Against "Multicultural" Education.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Curriculum Development; *Educational Philosophy; Educational Strategies; Elementary Secondary Education; Higher Education; *History Instruction; *Multicultural Education; *Political Correctness; Politics of Education

It is argued that what is proposed currently as multicultural education is little more than a series of superficial nods to subordinate groups that often celebrate deficits and disguise the legacy of colonialism, and that a pedagogy of critical analysis of the inequities inherent in such a system is more appropriate. A critical, holistic approach to education is seen as offering a powerful challenge to selectively reproduced cultural politics and provides a way to deconstruct domination, distinction, and dualism, and reconstruct schools and society. Multiculturalism, it is proposed, has been diminished by being relegated to a "type" of curriculum, even in higher education. It unwittingly renders the culture of the dominant group invisible while isolating "others" and treating them as undifferentiated masses by focusing on similarities rather than engaging in meaningful dialogue about difference, artificially separating ethnicity from the integrated whole of a person. A critical pedagogy must challenge the assumptions on which the dominant curriculum is based. Critical pedagogy encourages equivalent for the target language. Contains 4 references. (MSE)

ED 407 864 FL 024 550

Filppula, Markku
The Story of Language Contact and Shift in Ireland: How Unique, How Universal?
PUB DATE- 95
NOTE- 19p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Creoles; Diachronic Linguistics; *English; Foreign Countries; *Language Patterns; Language Research; *Language Variation; *Linguistic Theory; Regional Characteristics; *Regional Dialects
IDENTIFIERS- English (Irish); *Ireland; *Language Contact

The linguistic situation in Ireland over the last few centuries is examined from the rise of Irish dialects of English to the present. Four aspects of this history are examined: factors affecting the emergence of Hiberno-English dialects beginning in the seventeenth century, including opportunity for learning English, patterns in literacy and bilingualism, and the evolution of patterns of English usage in Ireland; general characteristics of Hiberno-English and the relative influences of the two origin languages (Irish and English) on phonology, syntax, and lexicon; Hiberno-English in comparison with creoles and other contact vernaculars; and the relevance of one language contact model to Hiberno-English. It is concluded that language contact and shift in Ireland have both universal and unique aspects, generally following the pattern predicted by the Thomason & Kaufman (1988) model but characterized by the amount of superstratal input to Hiberno-English and by persistence of certain features that have disappeared from other dialects. Language maps of Ireland in 1800 and 1851 are appended. Contains 27 references. (MSE)

ED 407 865 FL 024 551

Fouser, Robert J.
Creating the Third Self: Pragmatic Transfer in Third Language Acquisition.
PUB DATE- 95
NOTE- 11p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Dialogs (Language); Foreign Countries; Higher Education; *Interlanguage; *Japanese; Language Research; Linguistic Theory; *Multilingualism; Native Speakers; *Pragmatics; Recall (Psychology); Research Design; Research Methodology; Student Attitudes; Surveys; *Transfer of Training
IDENTIFIERS- Australia

A prospective study investigating pragmatic transfer in the learning of Japanese as a third language (L3) is described. The study will test the hypothesis that the learner's perception of linguistic and cultural distance between the first/second languages (L1/L2) and L3 will determine conscious and unconscious decisions about which linguistic and cultural

DESCRIPTORS- Academic Aspiration; Access to Education; Black Achievement; Black Attitudes; Black Education; *Black Students; Blacks; *College Choice; *Decision Making; Educational Opportunities; Females; *High School Seniors; High Schools; Higher Education; *Racial Factors; Racial Identification; Social Class; Sociocultural Patterns; Socioeconomic Status; *Student Educational Objectives; Urban Education
IDENTIFIERS- African Americans; California

This qualitative study examined the role played by race in the college choice behavior of a group of minority females. It examines the college aspirations and decision making processes of Black female college-bound students and the influences of their parents, friends, college counselors, teachers, and school staff. Subjects were 50 students at 3 urban California high schools. Data collection included transcribed and coded interviews as well as extensive ethnographic observational data and review of documents. The schools were chosen for their ethnic and social differences and included: a predominantly African-American public school with predominantly lower class families; a racially mixed public school of diverse social class composition; and a predominantly white, private school with upper class families. It was found that the students chose colleges where they could see students like themselves who already attended the college. The high schools they attended had acted as templates that encouraged particular kinds of action with the role of Blackness having a different meaning at each of the three schools. The study supported the importance of race and class in defining students' choice behavior with race a clear marker of class membership and class distinction that greatly impacts decision making. Appended are a summary of the data and descriptions of the school settings. (Contains 15 references.) (JLS)

ED 407 885 HE 030 130

Kluever, Raymond C.; And Others
Dissertation Completers and Non-Completers: An Analysis of Psycho-Social Variables.
PUB DATE- Mar 97
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; Academic Aspiration; *Academic Persistence; *Doctoral Dissertations; Doctoral Programs; *Graduate Students; Graduate Study; Higher Education; *Individual Differences; Qualitative Research; School Responsibility; Student Attitudes; Student Motivation; *Student Responsibility; Success
IDENTIFIERS- *All But Dissertation

This qualitative study explored personal and program experiences that affect dissertation completion and non-completion to provide insights that might help students and faculty in their decision-making and advising. Interviews were conducted with 13 graduates and 9 "all-but-dissertation" (ABD) students regarding the traits they felt led to persistence or lack of persistence in their progress toward the doctoral degree. A structured interview form based on published studies of dissertation completion/non-completion was used. Participants felt that there was more structure and direction associated with courses than with the independent activity required to complete a

Perception; *Scholarship; Scientists; Teacher Role
IDENTIFIERS- Canada; China; Poland; United Kingdom; United States

This is a study of the current role of scholars and scholarship and their impact outside the academic realm. Chapter 1 presents an ideal scholarly paradigm, followed by a review of the literature on issues of scholarship and creativity in Chapter 2. In Chapter 3 a topology is proposed and explained to classify different types of scholars. These include: innovators, potential innovators, collective innovators, builders, professional scholars, disenchanted scholars, instrumental scholars, spectacular scholars, gamekeepers, and operators. Chapter 4 focuses on different university cultures, international centers of scholarship and scientific creation, specifying the links among various types of scholars and the types of social structures in which they function. Models of the scholar in Great Britain, Poland, the United States, Canada, and China are contrasted. Chapter 5 presents results of interviews conducted in 1994 with scholars from Stanford University (California) and the University of California at Berkeley concerning the proposed typology. Chapter 6 offers some case studies of individual scholars who represent the model's various types of scholars. Chapter 7 first contrasts the traditional image of scholar with the modern professional scholar and then summarizes the study's conclusions such as the increasing role of the marketplace in scholarship, the inherent antagonism between the human lifespan and the lifespan of a scientist, and the emergency of a global ethics. (Contains 120 references.) (JLS)

ED 407 905 HE 030 153

Postiglione, Gerard A., Ed.; Mak, Grace C., Ed.
Asian Higher Education: An International Handbook and Reference Guide.
PUB DATE- Mar 97
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Comparative Education; Developing Nations; Educational Development; Foreign Countries; Higher Education; International Education
IDENTIFIERS- *Asia; *Pacific Region

This book is a guide to the present academic systems of twenty Asian countries and political units. Data provided in each chapter include a historical overview, description of the current system, funding support, enrollment rates, and overall organization of higher education. The chapters include: (1) "Bangladesh" (Kowsar P. Chowdhury); (2) "Cambodia" (Thomas Clayton and Yuok Ngoy); (3) "China" (Weifang Min); (4) "Hong Kong" (Grace C. L. Mak and Gerard A. Postiglione); (5) "India" (William K. Cummings and others); (7) "Iran" (Golnar Mehran); (8) "Japan" (Kumiko Fujimura-Fanselow); (9) "Laos" (John. C. Weidman); (10) "Malaysia" (Molly N. N. Lee); (11) "Mongolia" (John C. Weidman and others); (12) "Nepal" (Murari Prasad Regmi); (13) "North Korea" (Gay Garland Reed and Bong Gun Chung); (14) "Papua New Guinea and the Pacific Islands" (Mark Bray); (15) "Philippines" (Andrew Gonzalez); (16) "Singapore" (Eng Thye Jason Ton); (17) South Korea" (Sungho H. Lee); (18) "Sri Lanka" (Swarna Jayaweera); (19) "Taiwan" (Shun-fen Chen); and (20) "Vietnam" (Dang Ba Lam). Individual chapters contain

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Autoinstructional Aids; Cognitive Processes; *Computer Assisted Instruction; Computer Managed Instruction; Higher Education; Instructional Design; Physics; Pilot Projects; Problem Solving; *Programmed Instructional Materials; Science Education; *Thinking Skills; User Satisfaction (Information)
IDENTIFIERS- *Automated Tutoring; Coaching; Role Reversal

The acquisition of factual knowledge is increasingly insufficient to prepare students to cope in this complex and rapidly changing world. Students need to learn effective ways of thinking so they can use their acquired knowledge flexibly, solve diverse problems, and become good independent learners. Two pervasive educational problems limit the possible efficacy of any instruction: (1) lack of individual guidance and feedback; and (2) deficiencies of basic cognitive functions. A computer-implemented reciprocal-teaching strategy can help students learn important cognitive abilities. A prototype computer tutorial was designed to teach college students Newton's second law of motion, a principle taught in every basic physics course and one with which students often have difficulty. In the basic implementation tutorials, PAL (the computer used as Personal Assistant for Learning) plays the role of a coach who makes decisions according to the methods suggested by the student, and then assesses and corrects the students' implementations. In the basic coaching tutorials, the roles of implementer and coach are reversed, with the student practicing how to make appropriate decisions and assessing PAL's implementation. The tutorial programs were tested in a pilot experiment in an introductory physics course for college science majors. Student volunteers (n=45) were divided into a PAL group, a tutoring group, and a control group for a homework assignment dealing with the application of Newton's laws. Students in the PAL and tutoring groups performed appreciably better than students in the control group. Students had very positive reactions to the PAL tutorials, and seem to have acquired a more explicit knowledge about relevant thinking processes from using the tutorials. Implications are discussed. (Contains 14 references.) (SWC)

ED 407 926 IR 018 316

Connect, Compute, and Compete: The Report of the California Education Technology Task Force.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Costs; *Educational Technology; Elementary Secondary Education; Futures (of Society); Long Range Planning; *Public Schools; School Libraries; Standards; State Programs; *Statewide Planning; Technological Literacy; *Telecommunications; User Needs (Information)
IDENTIFIERS- Access to Computers; *California; Technological Infrastructure; *Technology Integration; Technology Plans

This report addresses the integration of technology into California's kindergarten through twelfth grade classrooms to prepare students for the job market and for college. The report sets goals for technology integration with a 4-year plan, IDENTIFIERS- Digital Technology; *Information Age; *Technology Integration

Libraries have long been pivotal community institutions--public spaces where people can come together to learn, reflect, and interact. Today, information is rapidly spreading beyond books and journals to digital government archives, business databases, electronic sound and image collections, and the flow of electronic impulses over computer networks. Will libraries lose their role as lending institutions? What will happen to libraries as physical places where diverse people can gather to pursue knowledge individually and collectively? These research findings provide a theoretical underpinning and a practical guide for librarians, public officials, advocacy groups, community organizations, and others who seek to ensure a central role for libraries in the digital age. Section 1 describes the opportunities and challenges that new technologies present for libraries--including efforts by a wide range of organizations to help libraries fulfill their potential in the Information Age. The section also explores what steps are needed to ensure that libraries continue to serve their vital role in the new era. Section 2 presents eight detailed case studies which describe how libraries have adopted new technologies, and which can serve as models for other libraries. Section 3 presents a list of more than 100 additional resources on the role of libraries in the Information Age and samples of library programs that offer public access to new technologies. (SWC)

ED 407 944 IR 056 373

CNN Newsroom Classroom Guides. April 1-30, 1997.
PUB DATE- Apr 97
NOTE- 105p.; No guide for April 4. Document is a copy downloaded from the Internet.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of April, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Headlines include: Arab League boycott, Zaire peace talks, Russia and Belarus sign agreement, April Fool's Day blizzard in northeastern United States, Israelis and Arabs blame each other for renewed violence, and some strawberries served in school lunches in six states may be tainted with Hepatitis A (April 1-4); Israeli bus firebombed, aborted space shuttle Columbia mission, U.S. attempts without success to revive the Mideast peace process, no peace in Zaire as civil war continues, riots in Hebron, space shuttle Columbia returns, Zaire president Mobutu fires his new prime minister and the rebels give Mobutu a 3-day ultimatum, Hong Kong leaders request U.S. pressure on China as the date for the hand-over nears, and Russian space shuttle MIR crew contends with crises (April 7-11); 50 year anniversary of when Jackie Robinson broke the color barrier in American sports, Zaire rebels continue

Countries; Peer Evaluation; Postsecondary Education; Reflective Teaching; Standards; Student Evaluation; Student Needs; *Teacher Evaluation; Teacher Improvement; *Teacher Role; Teacher Student Relationship; *Teaching Methods; *Technical Institutes; Vocational Education
IDENTIFIERS- General National Vocational Qualif (England); National Vocational Qualifications (England); *United Kingdom

This journal issue, which is intended for individuals engaged in planning, providing, and evaluating learning opportunities in British further education (FE) colleges, provides a framework for selecting and evaluating teaching strategies for different learning situations. Among the topics discussed in section 1 are the following: key elements of change in FE; managing change; learner and teacher dimensions in the new FE; individual needs and flexibility; technology; and National Vocational Qualifications, General National Vocational Qualifications, core skills, and learning. The following topics are examined in section 2: designing learning events; general principles of teaching and learning; considerations in selecting teaching strategies; major teaching strategies (case study, coaching, demonstration, discussion, open and flexible learning, gaming and quizzes, group work, laboratory science teaching, lecture, role play, rote learning, simulation, skills practice, individual tutorials, and workshops); and combinations of teaching and learning strategies. The following aspects of evaluating teaching strategies are covered in section 3: purpose of evaluating teaching; evaluation methods; action research and the reflective process; and reflective practice and teacher development. Contains 10 figures and 69 references. Appended are two teacher evaluation checklists and two self-evaluation checklists for teachers. (MN)

ED 407 500 CE 073 898

Agriscience Education for the Middle School.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE- 90
NOTE- 106p.; For related instructional units, see CE 073 899-900.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Competence; *Competency Based Education; *Integrated Curriculum; Intermediate Grades; Junior High Schools; Language Arts; Mathematics Instruction; Middle Schools; *Science Instruction; Standards; State Curriculum Guides; Statewide Planning; Teaching Guides; Technology Education; Vocational Education
IDENTIFIERS- *Agricultural Sciences; Middle School Students; Virginia

This curriculum guide, which is intended for middle school agriculture teachers in Virginia, outlines a three-course competency-based agriscience program to give middle school students an understanding of basic science concepts through agriculture. The guide begins with a program description that includes descriptions of the program's three courses for students in grades 6, 7, and 8. The courses cover the following topics: agriscience (agriculture, plant and animal life cycles, communication with others, agricultural mechanics technology, ecology and conservation, career opportunities in agriculture); agriscience exploration (importance of agriculture/agriscience, conserving natural resources, research in agriculture, plant practice is described: the West Philadelphia Improvement Corps, which operates a multifaceted, community-oriented school-to-work and service learning initiative in the John P. Turner Middle School with activities during and after the school day. The bulletin concludes with a listing of 12 organizations that can provide further information on connecting service learning to school-to-work. Brief summaries describe the organizations' focus and activities. (YLB)

ED 407 519   CE 073 918

Engaging Employers in School-to-Work Systems. Resource Bulletin.
PUB DATE- Jun 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Corporate Support; Demonstration Programs; *Education Work Relationship; *Employer Attitudes; Job Skills; *Networks; *Partnerships in Education; *School Business Relationship; Secondary Education; Vocational Education

This bulletin focuses on the benefits of engaging employers in school-to-work systems. It begins with a rationale for convincing employers that they must play a more active role in partnerships with schools and communities. The next section highlights strategies that school-to-work practitioners have successfully used to build employer involvement in school-to-work systems. The strategies include the following: articulate the benefits of school-to-work to employers; build a national leadership and support structure; provide a range of opportunities for involvement; target key employers and industries; foster employer ownership; address employers' concerns about liability issues; and build local networks of employers. Three examples of effective practices are then provided: the Kalamazoo Valley (Michigan) Consortium Education for Employment Program; the Monroe County (New York) Educational Outcomes Project in which Eastman Kodak has been working with the county to develop work-based educational outcomes for the school-to-work initiative; and the Maryland school-to-work employer incentive fund. Contacts and addresses for these effective practices are provided. The bulletin concludes with a listing of seven organizations that can provide further information on the topic. Brief summaries describe the organizations' focus and activities. Eleven resource publications are also listed. (YLB)

ED 407 520   CE 073 919

Engaging Organized Labor in School-to-Work Systems. Resource Bulletin.
PUB DATE- Jul 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Demonstration Programs; *Education Work Relationship; Experiential Learning; Integrated Curriculum; Job Skills; Occupational Safety and Health; *Partnerships in Education; Program Development; Program Implementation; Secondary Education; Standards; *Unions; Vocational Education; *Work Experience Programs
IDENTIFIERS- School to Work Opportunities Act 1994

This bulletin focuses on the requirement of the School-to-Work Opportunities Act of 1994 that school-to-work initiatives

IDENTIFIERS- *Germany

A study used the Institut fur Arbeitsmarkt- und Berufsforschung (IAB) Establishment Panel as a data set for a labor demand analysis. (The IAB Establishment Panel are all German firms employing at least one employee subject to the compulsory social security scheme.) The first interviews in 1993 had a response rate of 4,356 or 71 percent; of these, 3,900 answered the questionnaire in the second wave and 3,404 in the third wave. Data analysis from the field of company employment and personnel policy identified the following variables affecting expected employment development: dismissal costs, recruiting and training costs, slower change in number of qualified employees in sophisticated jobs due to higher training costs, and time and cost required to adjust to technological changes. In an analysis of the determinants for changes in employment expected by the firms, the following were used as explanatory variables: proportion of qualified workers, proportion of part-time workers, company's profit situation, expected changes in business volume, technological status, number of organizational changes, and number of workers. The conclusion was that firms with good profits and better business prospects and small firms tended to have more positive expectations for employment. Significant differences were found between the manufacturing and service sectors. (39 references) (YLB)

ED 407 540   CE 073 950

Good for Business: Making Full Use of the Nation's Human Capital. The Environmental Scan. A Fact-Finding Report of the Federal Glass Ceiling Commission.
PUB DATE- Mar 95
NOTE- 495p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; American Indians; Annotated Bibliographies; Asian Americans; Blacks; Change Strategies; Corporations; *Employed Women; Employer Attitudes; Employment Patterns; *Employment Practices; *Equal Opportunities (Jobs); Focus Groups; Government Employees; Hispanic Americans; Interviews; *Labor Force Development; Labor Legislation; Literature Reviews; *Minority Groups; National Surveys; Nontraditional Occupations; Private Sector; Salary Wage Differentials; Tables (Data); Trend Analysis; *Work Environment
IDENTIFIERS- African Americans; Civil Rights Act 1991 Title II; *Glass Ceiling

This document reports on barriers to the advancement of minority men and all women into decision-making positions in the private sector that were identified through a study of information from the following sources: 126 employers and employees testifying at public hearings in 5 U.S. cities; 18 commissioned research papers; survey of a sample of 25 chief executive officers (CEOs) selected across a range of industries/geographic areas; 6 racially homogeneous focus groups of Asian/Pacific Islander American, African American, and Hispanic/Latino male executives; 2 focus groups with American Indians; and special data runs of U.S. Census Bureau data. The report identifies societal, business, and governmental barriers to the advancement of minorities/women in the private sector along with successful strategies for overcoming those barriers. Fifty-one tables/figures, a 20-item annotated bibliography, and 76 references are included. Appendixes constituting approximately 30% of this document contain the following: glossary; tables detailing composition of the U.S. civilian labor force by race, certification as an official transcript). There are a number of steps that institutions issuing and receiving transcripts can take to reduce the forgery problem. Keeping student transcripts secure requires careful consideration of physical security, staff security, supplies/equipment, and electronic data storage procedures. (Two sample transcripts are included.) (MN)

ED 407 559 CE 073 992

Ferguson, Josephine L.
Admissions Policies: The Keys to Success. DETC Occasional Paper Number 11.
PUB DATE- Nov 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Admission Criteria; *Admission (School); Adult Education; Conventional Instruction; *Distance Education; Home Study; *Policy Formation; Postsecondary Education; *School Policy; *Selective Admission; Student Rights

Distance Education and Training Council (DETC) members must realize that sound admissions policies are the first step toward high quality education. DETC members should be willing to examine the need for qualification-based admissions policies like those used by "traditional" schools. Admission is critical to outcomes assessment because admissions practices drive institutions' enrollment volume, attrition rate, collection rate, overall reputation, academic quality, and long-term financial success. Steps to a better admissions policy include the following: define school mission; define educational objectives; know which students are desirable enrollees; study the characteristics of people who succeed in given career fields; determine an acceptable/efficient attrition rate; and determine the level of academic difficulty to be incorporated into courses. Possible admissions criteria include the following: previous academic record; work experience; interest in subject/field; nonacademic characteristics; parents' educational level; English literacy; literacy in language in which the student will be taught; financial ability; and disclaimers/exemptions. After schools have articulated their admissions criteria, they must take the measures required to implement their new admissions policies in full consideration of students' right to know what will be expected of them after admission to the school. Schools must realize that they are who they admit. (MN)

ED 407 560 CE 073 993

Ferguson, Josephine L.
How To Write an Analytical Self-Evaluation Report. DETC Occasional Paper Number 12.
PUB DATE- Sep 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Adult Education;

improvements in high schools necessary for graduates to leave school prepared for the real world. (KC)

ED 407 578 CE 074 027

Wermuth, Thomas R.; And Others
Profiles of Schools in Change: Four Urban High Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 97
NOTE- 9p.; Prepared at the NCRVE University of Illinois at Urbana-Champaign site.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Case Studies; Change Agents; *Change Strategies; Demonstration Programs; *Educational Change; Educational Development; Educational Innovation; *Educational Quality; High Schools; Program Development; Program Implementation; Teamwork; Tech Prep; Urban Schools; *Vocational Education

This report highlights four urban comprehensive secondary schools that are developing, implementing, and evaluating reform initiatives that include vocational and technical education as a key component of these efforts. Efforts of these four high schools are described: Bryan High School, Omaha, Nebraska; Humboldt Secondary Complex, St. Paul, Minnesota; Mayfield High School, Las Cruces, New Mexico; and West Charlotte High School, Charlotte, North Carolina. Each description provides information on the school, restructuring initiatives, initiating the change process, and restructuring facilitators and barriers. Types of restructuring initiatives include the following: tech prep, advisement, block scheduling, integration of vocational and academic courses, and a career planning portfolio. Late start days, teacher meetings, and teamwork are the initiation methods discussed. These facilitators are identified: administrator support, teamwork, teacher-driven action, and partnerships with universities and colleges. The following barriers are cited: loss of momentum, inservice programs, evaluation, lack of inservice training and common planning, scheduling, lack of involvement from outside groups, and lack of consistent leadership. A final section provides a summary of implications for leaders of school reforms. Conclusions about successful restructuring are as follows: it takes time, requires collaborative teamwork from all stakeholders, occurs from both internal and external pressure and motives, and is an ongoing process. (YLB)

ED 407 579 CE 074 029

The Challenge of the Future. Future Trends in Adult and Continuing Technical and Vocational Education. An International Symposium (Berlin, Germany, October 16-20, 1995).
PUB DATE- Oct 95
NOTE- 108p.; Product of UNEVOC, the International Project on Technical and Vocational Education.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Vocational Education; Continuing Education; *Cultural Awareness; Developed Nations; Developing Nations; *Educational Change; *Educational Trends; *Employed Women;

ED 407 596 CE 074 068

King, Kathleen P.
Identifying Factors that Promote Perspective Transformation in
Higher Education: A Model.
PUB DATE- Oct 96
NOTE- 6p.; Paper presented at the Eastern Adult, Continuing and
Distance Education Research Conference (University Park, PA,
October 24-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students;
*Educational Environment; Educational Research; Experiential
Learning; Higher Education; Learning Theories; Measures
(Individuals); Models
IDENTIFIERS- *Transformative Learning

A study created a model and instrument to determine and evaluate the factors that promote perspective transformation in the higher education classroom. The focus was the classroom setting, but other experiences and circumstances were recognized as being important determinants as well. An existing assessment model was used as the basis for identifying the factors. A questionnaire was developed and distributed to second- and third-semester college students. The participant questionnaires and interviews used a Likert scale and short answer format to rate how much the facilitating factors promoted the students' transformational learning. The questionnaire was presented in two different formats to two groups of students and reviewed by several educators. Several modifications were shown to be necessary: changing the focus to older students/adult learners; shifting from identifying to examining factors that promoted perspective transformation; changing the term "factors" to "activities"; and shortening and reconsidering the format of the instrument. Findings were as follows: the focus of the study had to be much sharper regarding age and educational experience of the participants; a greater number of participants was necessary; the specific perspective transformation to be studied needed to be focused; the study needed to examine learning activities; and the instrument needed to be modified in clarity, vocabulary, format, and ease of use. (Contains 18 references.) (YLB)

ED 407 597 CE 074 071

Bates, A. W.
Technology, Open Learning and Distance Education. Routledge
Studies in Distance Education.
PUB DATE- 95
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Audiotape Recordings; Audiovisual Instruction;
Closed Circuit Television; Computer Uses In Education;
Continuing Education; *Cost Effectiveness; *Distance Education;
Educational Innovation; *Educational Media; Educational Radio;
*Educational Technology; Educational Television; Interactive
Television; Mass Instruction; Multimedia Instruction;
Postsecondary Education; Printed Materials; Public Television;
Teaching Methods; Technological Advancement; Telecourses;
Videotape Recordings
IDENTIFIERS- *Open Learning

(055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Counseling Services; Counselor Role; *Crisis Intervention; Elementary Secondary Education; *Grief; Program Development; Pupil Personnel Services; *School Counselors; School Psychologists; Teachers
IDENTIFIERS- *Crisis Management

In times of crisis, students, teachers, and other staff members can be deeply affected. Since a crisis can occur at any time, having an effective crisis intervention plan for school personnel in place is important. Immediate intervention following an emergency may help students deal with the immediate after effects of a death or loss and may alleviate or lessen long-term effects. Each school should have a designated crisis team and a team leader, the school counselor assigned to the school. The roles of all the crisis team members are explored. Details on alerting the crisis team are provided and some of the questions likely to arise in a faculty meeting following a crisis are examined. Ways to break the news to students and other initial steps are also provided. Tips are offered on recognizing those who should talk to a crisis team member (those closely affected by the current crisis or those that may not appear to be coping well); and just how long the crisis team should be available is also considered. Following the crisis, evaluation and modification of the plan should take place. Examples of the crisis intervention tracking form and a list of resources are provided. (RJM)

ED 407 616 CG 027 658

Metzler, Birgit
Strategies against Drugs.
PUB DATE- Nov 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Drug Abuse; Drug Addiction; *Drug Rehabilitation; Drug Use; Early Intervention; Foreign Countries; *Illegal Drug Use; Preschool Education; *Prevention; Self Esteem
IDENTIFIERS- *Drug Policy; *Germany

The main private organization in Germany dedicated to combatting drug addition--the DHS and the Federal Health Information Agency (BzGA) jointly estimate the number of persons addicted to "illegal" drugs in Germany at around 200,000. Yet, people may grow up immune to drug addiction if they acquire a stable basis for self-confidence and self-awareness in childhood. Ways to teach children to solve everyday problems and increase their self-confidence are explored. Highest priority should be given to primary prevention (pre-emptive action to avoid addiction) and should be emphasized during the pre-school years, as part of drug policy in Germany's most populous federal state, North Rhine Westphalia (NRW). A key role in drug use prevention is played by kindergarten staff, school teachers, social pedagogues active in youth organizations and supervisors in apprentice-training companies or centers. Various programs and resources can educate young children and help them recognize the risks associated with addiction. If primary prevention efforts do not work, then secondary prevention, such as withdrawal, therapy, substitution, or learning to live with drugs, are recommended. Specifics of illegal drug use in Germany are presented, along with statistics of first-time questionnaires. Out of the 32 behavior problems which the participants were asked to consider and rate, 15 were marked as being present by at least 45 percent of the parents. Results indicate that the parents see family problems and tensions between spouses as possible causes for the child's behavior problems. A change in thinking relating to holistic viewpoints appears to have broadened the understanding of problems and has favored system-related thinking. From this point of view, family members are seen as elements of a circle of interaction in which the behavior of one member necessarily influences the behavior of all the others. Therefore, an individual's behavior can no longer be seen one-dimensionally as the cause of the behavior of all others. This change of paradigm from the single cause and effect model to an ecological system thinking model is studied here. (RJM)

ED 407 635 CG 027 722

Barisone, Monica; And Others
From the Psychology Student to the Professional.
PUB DATE- Aug 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; *College Students; Educational Strategies; Higher Education; *Professional Training; *Psychologists; Psychology; Self Concept
IDENTIFIERS- *Behavior States; Professional Role; *Professionalization

The various ways in which psychology students can move from the realm of cognitive content to theory-based professionalism are explored here. Students in an undergraduate psychology class were told to formulate a behavior plan for graduation. It is believed that the cognitive "content" of the psychology student can be used to facilitate the student's adoption of the professional's theory-based viewpoint. The exercise outlined here is based on the idea that people use their "disposable plans" to formulate new behavioral strategies. Students must be made aware of the fact that their behavior plans should be professional, and that such plans should reflect specific competencies. To achieve this goal, the students are taught the use of the "lean technique," which is seen as useful in recovering behavior plans. The technique uses three stages in which the subject identifies the organization for which the subject works, outlines the basic units of the professional behavior plan in the organization, and then reconstructs the essentials of the expert's behavioral plans so that the subject may be prepared to replace the expert. It is hoped that the procedure here can be used to train psychology students in a theory-based professionalism. (RJM)

ED 407 636 CG 027 723

Kurita, Janice A.; Janzen, Henry L.
The Role of Social Support in Mediating School Transition Stress.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Aug 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada,

Solving Math Portfolios. The appendix presents ready-to-reproduce versions of the Exemplars problems, reproducible assessment rubrics to use and to share with students, and samples of how other teachers have scored many of the problems. (RS)

ED 407 656 CS 012 814

Tao, Liqing
Online Strategies Used in Reading Email Messages.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Discussion Groups; *Electronic Mail; Higher Education; Online Systems; Reading Research; *Reading Strategies
IDENTIFIERS- Listservs; Online User Groups

A study examined the strategic behaviors of email users when they are reading online email messages. Three voluntary subjects (an undergraduate student and 2 graduate students) read a group of 24 email messages collected through a listserv discussion group. The messages were collected over a period of 1 month concentrating on one theme. Subjects were videotaped and computer-tracked for their reading of the messages. Subjects also engaged in a think-aloud protocol and an unstructured interview. Results indicated that (1) users treated email messages as on-going conversation rather than as reading texts; (2) in the on-going conversation, users were aware of social information available of their "interlocutors" in the email message headings; (3) some salient features of email messages were checked out by some users; (4) skipping and skimming through messages were both verbally indicated by the users and recorded in the computer-tracking data; (5) lack of coherence of the message group did not seem to bother the users; and (6) although users had more than 3 years of email experience, differences in their use of strategies reading online email messages were visible. Findings suggest that subjects used a wide range of strategies and some of them were only meaningful in an email context. Further research could use more authentic situations, explore the teacher's role in facilitating on-going conversations, and control other possible factors such as reader difference, interest and prior knowledge, and task priorities. (Contains 54 references. A keyboard strokes chart is attached.) (RS)

ED 407 657 CS 012 815

Ediger, Marlow
The Paideia Reading Curriculum. (Developing a Love for Reading.)
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classics (Literature); Discussion (Teaching Technique); Elementary Education; *Literature Appreciation; *Reading Instruction; *Reading Programs; *Teacher Role
IDENTIFIERS- Great Books Curriculum; *Paideia

(055),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- English Instruction; English Teachers; Higher Education; Inservice Teacher Education; *Instructional Effectiveness; Instructional Improvement; *Preservice Teacher Education; Teacher Empowerment; *Writing across the Curriculum; Writing Processes; *Writing Workshops

IDENTIFIERS- *National Writing Project; *Preservice Teachers

Although for over 22 years the National Writing Project has been providing methodology for composition instructors, unfortunately pre-service teachers are seldom participants in the Writing Project experience. The need is great for writing pedagogy that truly prepares future teachers to evaluate and respond to writing. Writing partnerships can provide this "real world" experience for future teachers of English. The pedagogy of partnerships empowers pre-service teachers as it creates dialogue between academically older and younger students; the pairing of students across course levels provides for a unique additional audience for both upper and lower level writers. Writing partners are required to meet a minimum of 4 times per semester and each partner is expected to do a journal entry about the session. Reports on partnerships for a percentage of the final grade and a computer folder is set up for each English composition or writing course. One factor accounting for higher retention rates is that first year students experience one-on-one contact with a professor or with someone significantly involved with their academic life. (Contains 4 references.) (CR)

ED 407 677 CS 215 828

Moneyhun, Clyde A.

"Work To Be Done": Community Literacy as a New Model of Social Action for Literacy Educators.

PUB DATE- 13 Mar 97

NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Adult Reading Programs; Adult Students; *Community Education; High School Equivalency Programs; *Literacy; *Nonschool Educational Programs; Reading Improvement; Reading Instruction; School Community Relationship; *Social Action

IDENTIFIERS- *Community Literacy; *Faculty Service; Ohio

The term "community literacy" is normally used to denote a wide variety of off-campus, non-university, and even non-school educational settings, from adult education to family literacy to after-school children's reading circles in places like community centers and public libraries. One college educator uses his connection to a university to try to serve the community literacy efforts in his area. Off campus, he has taught in local programs, researched community literacy, used his organizational skills and helped in procuring both public and private funding for literacy programs. In Ohio, as nationally, approximately half of all adults perform below average by some measures of literacy, and half of all single mothers drop out of high school--with 75% of those women living in poverty. Existing programs can be researched and contacts made via electronic mail on the world wide web. The call for a

ED 407 695 CS 509 515

Longrie, Michael
Neil Postman's Amusement: The Enemy with a Smiling Face.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; *Critical Thinking; *Freshman Composition; Higher Education; *Reading Assignments; Student Development; *Television; Undergraduate Students; *Writing Assignments
IDENTIFIERS- Educational Issues; *Postman (Neil); Public Discourse

The first reading assignment one educator gives his first-year composition students helps answer their questions about what college work will be like. For this reason, he gives them Neil Postman's "Amusing Ourselves to Death" to read, a book which shows that the late 20th century is undergoing a vast epistemological shift, moving from the "typographic mind" to the "age of show business." Postman concerns himself with the formal structures of human thinking and points to the invention of the telegraph and modern advertising methods in the 1890s as the germinal source in this epistemological shift. For him, technology "legitimized" the idea of context-free information, focusing on novelty, interest, and curiosity. Television's power lies in the seduction of an image; Postman's purpose is "to make the epistemology of television visible again." The book surveys and analyzes the effects of television on various forms of public discourse: news, religion, political discussion and campaigning, and education. Postman notes that television's contribution to educational philosophy is the idea that teaching and entertainment are inseparable--an idea he finds lethal to students' ability to develop critical thinking. The first assignment asked the students to write three sentences in their notebooks that they thought captured Postman's essential point in any given chapter, and also asked for questions. The students moved from halting guesses to clear and confident assessments--they read better. Examples of their comments illustrate their progression in critical thinking. (NKA)

ED 407 696 CS 509 517

Chamberlain, William
"Colonial Matters": Dating at Antioch College in the 1870's.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Cultural Context; *Dating (Social); Family History; Higher Education; *Letters (Correspondence); *Marriage; *Metaphors; *Social History
IDENTIFIERS- *Antioch College OH; Male Female Relationship

Transcribing and footnoting some 186 family letters and documents which revolve around social life at Antioch College (Ohio) in the two disciplines. Supervision can provide a vehicle for focusing on curriculum, staff development, and classroom visitation; can provide a new paradigm for supervision (supervision as a vehicle for teacher empowerment rather than as a means to control teachers); and can help teachers experiment with practice and self-directed action. Supervision should enter the educational administration discourse and begin to exchange ideas and concepts that can enlarge and enrich the understanding of teaching and learning. One figure and one table are included. (Contains 131 references.) (LMI)

ED 407 716 EA 028 340

Davis, Mimi Mitchell; And Others
A Preliminary Analysis of the Kentucky Distinguished Education Initiative: A New Approach to Educational Change.
PUB DATE- Mar 97
NOTE- 90p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Professional Development; *Program Effectiveness; *State Programs
IDENTIFIERS- *Kentucky Education Reform Act 1990

The goal of the Kentucky Education Reform Act (KERA) of 1990 was that all schools would be successful as measured by the Kentucky Instructional Results Information System (KIRIS). The Kentucky Distinguished Educator Program was created to promote the goal. The program sought to create a pool of distinguished educators who would serve in School Transformation and Assistance and Renewal (STAR) schools. The distinguished educator's role was to coordinate efforts to transform STAR schools and to create guidance and support for the school change process. This publication presents findings of a study that examined the effectiveness of the distinguished educator program. Data were gathered through surveys of: (1) teachers who served as component managers in STAR schools; (2) principals who served in STAR schools; (3) superintendents who had STAR schools in their districts; and (4) all distinguished educators who served in STAR schools. Preliminary findings showed that the respondents (80 percent) rated the distinguished educator program as either highly effective or effective. Moreover, the majority of respondents viewed the distinguished educator program as contributing to faculty unity and overall school improvement. The program's greatest strength was that the distinguished educators gained credibility among those in the schools because they were "insiders" who had worked for many years in the Kentucky public school system. However, they also had the benefit of working as "outsiders" who had few preconceptions about the school and who could offer specialized training in solving school problems. Appendices contain a sample of the survey and data on managers', principals', distinguished educators', and superintendents' perceptions. (Contains 34 references.) (LMI)

ED 407 717 EA 028 341

Hutmacher, Walo
Key Competencies for Europe. Report of the Symposium (Berne,

Kentucky Education Reform Act mandated that schools could initiate school-based decision making, and that all schools would have councils in place by 1996. Data were gathered through a survey that elicited responses from teachers in 93 out of 120 schools, an almost 80 percent response rate. Teachers' years of experience with councils served as the independent variable and six School Participation Empowerment Scale (SPES) subscales--decision making, status, professional growth, self-efficacy, autonomy, and impact--were the dependent variables. Teachers in schools with councils (1, 2, or 3 years) reported more involvement in decision making than did teachers in schools without councils. However, there were no significant differences for the remaining five dependent variables. The data have two implications: (1) Policymakers may be able to mandate a flattening of district systems with the intent to empower teachers; however, teachers may continue to perceive their role as carrying out orders; and (2) Teachers need to be motivated to contribute to the collective school effort. Five tables are included. (Contains 43 references.) (LMI)

ED 407 734 EA 028 364

Hipp, Kristine A.
Documenting the Effects of Transformational Leadership Behavior on Teacher Efficacy.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Instructional Leadership; Intermediate Grades; *Interprofessional Relationship; Junior High Schools; *Leadership Styles; Learning Theories; Middle Schools; Participative Decision Making; Principals; *Self Efficacy; *Teacher Administrator Relationship; Teacher Morale

Principals play a unique role in school and student outcomes. This paper presents findings of a study that explored how principals' leadership behaviors influenced teachers' sense of efficacy. Specifically, the paper describes how principals in three middle schools influenced teachers' sense of efficacy and affected instructional and school improvement from a teacher perspective. Bandura's (1977, 1986) social cognitive learning theory of self-efficacy provided the theoretical framework. The first phase of the study surveyed 280 teachers in 10 schools to determine the level of personal teaching efficacy (PTE) and general teaching efficacy (GTE). Three middle schools were selected: one with the highest reported GTE, one with the highest reported PTE, and one with the lowest combined GTE and PTE. Data for the second phase were gathered through observation and interviews with 34 teachers. The study identified 10 leadership behaviors: models behavior, believes in teacher capacity, inspires group purpose, promotes teacher empowerment and shared decision making, recognizes teacher efforts, provides personal and professional support, manages student behavior, promotes a sense of community, fosters teamwork and collaboration; and encourages innovation and continual growth. In summary, the study showed that principals' direct behaviors, as well as indirect symbolic forms of instructional leadership, influence teachers' work and its outcomes. Three tables and one figure are included. (Contains 52 references.) (LMI)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Strategies; Efficiency; *Emotional Disturbances; *Feedback; *Fractions; Grade 7; Instructional Effectiveness; Junior High Schools; *Stimulus Generalization; Student Behavior; Student Reaction; Teaching Methods; *Time Factors (Learning)
IDENTIFIERS- *Direct Instruction; Time Delay

Three studies of five seventh-grade students (ages 12-14) with emotional disturbances were conducted to determine whether a stimulus class would emerge as a result of one conditional discrimination training using direct instruction (implemented with a constant time delay) augmented with instructive feedback. The students were taught to identify fractions and their equivalents in lowest form and multiplied by factors. Each of the three experiments are described. The results indicate that, after modifications in the placement of the lowest form of the fraction, the students were able to form a stimulus class. This was accomplished with minimal number of trials and training time, near errorless learning, and in a classroom setting with group instruction. Factors that affected the results are discussed, including students' history or experience with the procedure. Further research is urged to merge the phenomenon of stimulus equivalence and direct classroom instruction. Charts illustrating each student's acquisition percentage are included. (Contains 24 references.) (CR)

ED 407 752 EC 305 309

Holcombe-Ligon, Ariane; And Others
Increasing the Efficiency of Future Learning through Instructive Feedback.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 28p.; Appendix J of "Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report"; see EC 305 304.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Delays; Educational Strategies; Efficiency; *Feedback; *Instructional Effectiveness; *Numbers; *Positive Reinforcement; Praise; Preschool Children; Preschool Education; Student Behavior; *Student Reaction; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Future Learning; Time Delay

This study investigated the effects of presenting future target behaviors in the consequent event following correct responses of current target behaviors when teaching five preschoolers with developmental delays to name numerals. A 3-second constant time delay procedure was used to train two sets of numerals. During instruction, correct responses to one set of numerals received a token, verbal praise, and presentation of the printed number word for the targeted numeral in one daily session. In the other daily session, the second set of numerals received only tokens and verbal praise. After the criterion was met on both sets of numerals, children received instruction on number words corresponding to numerals in each of the previously instructed sets. An adapted alternating treatments design was used to compare the effectiveness and efficiency of the two conditions. Results indicate that: (a) all children learned to name numerals in both conditions; (b) presentation

Interventions for Infants with Multiple Disabilities," and "Vision Tests for Infants." Individual sections of the report cover the project s goals and objectives, conceptual framework, model and participants, activities, problems and departures from the original plan, evaluation findings, and impact. (DB)

ED 407 770 EC 305 526

Bruder, Mary Beth
Physicians Training Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 524p.; Appendixes A, D, and F have been separately analyzed, see EC 305 527-529.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; Curriculum Development; *Disabilities; Early Childhood Education; *Early Intervention; Graduate Medical Students; Higher Education; Infants; Inservice Education; Instructional Materials; Interprofessional Relationship; *Medical Education; Medical Services; Medical Students; Participant Satisfaction; *Partnerships in Education; Pediatrics; *Physicians; Professional Continuing Education; Program Evaluation; Seminars; Special Education; State Surveys; Toddlers; Training Methods
IDENTIFIERS- Connecticut

This final report describes the accomplishments and activities of a project which developed, implemented, and evaluated training activities for medical students, pediatric residents, and practicing physicians to enhance their understanding of and involvement with early intervention and the special education system in Connecticut. The training content developed for medical students is presented in nine self-study manuals grouped under the headings of philosophy, service delivery models, and collaboration. The training content for residents involved presentations, three self-paced training manuals, and practicum experience. Practicing physicians were given presentations and printed materials. Project evaluation focused on the training activities, participant outcomes, and family perceptions of the participants. The project provided training to 30 medical students, 28 pediatric residents, and about 350 practicing physicians. A booklet for physicians was distributed to 500 physicians and a booklet for parents to 400 families. Most of the report consists of appendixes which include: (1) the nine manuals for medical students; (2) the curriculum materials for residents; (3) results of curriculum evaluation by residents; (4) a report on a survey of Connecticut pediatricians concerning early intervention and special education; (5) a summary of the seminars for physicians; and (6) a document on trends in inclusive pediatric services. The main report contains 17 references. Some appendices also contain references. (DB)

ED 407 771 EC 305 527

Early Intervention and Special Education in Connecticut: The Physician's Role.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97

complement a required graduate level course in language disorders in children. The project also addressed software evaluation, designing templates for clinical reports, telecommunications, computer-assisted instruction, and ethical issues. Technology laboratories were conducted as was a series of technology workshops for faculty. Analysis of the data revealed that significant gains were made in increased knowledge and proficiency level of preservice clinicians and faculty, although 11 of the 17 outcomes were not achieved to the degree anticipated. Individual sections of the report present a statement of the problem, identification of anticipated outcomes and evaluation instruments, explanation of the solution strategy, and a report of the project's results. Appendices include the pre- and post-implementation surveys, a self-evaluation of technology skills questionnaire, a laboratory evaluation questionnaire, and a workshop program evaluation questionnaire. (Contains 108 references.) (DB)

ED 407 789 EC 305 548

Nebraska Special Education Statistical Report, 1995-96. SESIS Information.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age; Data Collection; Delivery Systems; *Disabilities; *Disability Identification; Early Childhood Education; Educational Trends; Elementary Secondary Education; Hearing Impairments; *Incidence; Private Education; Public Education; Regular and Special Education Relationship; *Services; *Special Education; State Surveys; Student Attrition; *Student Placement; Tables (Data); Transitional Programs; Trend Analysis
IDENTIFIERS- *Nebraska

This Special Education Student Information System (SESIS) report presents statistical information through charts, graphs, and text, on the 39,926 children with disabilities in Nebraska special education. The following data are included: (1) Nebraska special education child count as of December 1, 1995, by child's age, disability, race, and ethnicity; (2) children with disabilities in nonpublic schools by child's age, disability, and county; (3) children with disabilities who are wards of the state or the court by age, disability, and county; (4) program providers and the age and disability of the children they serve; (5) instructional settings of children with disabilities by disability and age; (6) time spent in special education by disability, age, and instructional setting; (7) services provided to children with disabilities by disability and age; (8) method of instruction and reading mode for children with hearing impairments; (9) child count by county; (10) child count by school district; (11) children with disabilities aged birth through five by age, disability, and school district; and (12) number and transition age of children with disabilities aged 16-21 by age and disability. Final sections of the report include historical trend data and data on the exit reasons of children with disabilities who left special education. Data collection forms are appended. (CR)

ED 407 790 EC 305 549

Education; Federal Legislation; Federal Regulation; Information Sources; *Program Implementation; *School Responsibility; Services; *Special Education; Student Evaluation
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; Rehabilitation Act 1973 (Section 504)

This handbook (prepared to assist charter school operators, state department of education personnel, and policymakers) reviews special education case law and legislation as well as pertinent issues that can guide charter school personnel, host or sponsoring districts, and state agency personnel in the implementation of special education in charter schools. An introduction describes the development of charter schools, the school choice movement, and the role of special education in charter schools. Following this overview, a brief history of special education is provided. The legal requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 are reviewed in a question and answer format. In the same format, issues are presented that charter schools should consider in the implementation of special education, including identification of students with special education needs; responsibility for serving students with disabilities; steps charter schools must take to ensure service are provided to students with low-incidence disabilities; funding services, transportation needs, personnel certification and waivers; and requirements for individualized education programs. A final section provides recommendations for charter school personnel in providing special education services and recommendations for state agency personnel in providing information and support to charter schools. Appendices include a list of additional sources of information and a glossary of terms. (CR)

ED 407 807 EC 305 567

Eber, Lucille; Rolf, Karen
Education's Role in the System of Care: Student/Family Outcomes.
PUB DATE- Feb 97
NOTE- 13p.; Paper presented at the Annual Research Conference: A System of Care for Children's Mental Health, Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; *Family Characteristics; Family Income; Family Programs; *Integrated Services; Parent Attitudes; Parent School Relationship; Program Effectiveness; *Student Evaluation; *Student Placement; Teacher Attitudes
IDENTIFIERS- Illinois

This conference paper discusses the highlights of a 3-year evaluation of an Illinois program designed to provide community-based supports and services for youth with emotional and behavioral disabilities. Five sites were funded and information was collected on 215 youth and their families. All sites received training and technical assistance on implementing a system of care approaches. Application of the wraparound process was a prioritized intervention at all sites. Results of the study indicate: (1) 29 percent of the families reported income of less than $10,000 and poverty was a risk factor for 23 percent of the families; (2) families reported not having enough money to meet basic needs such as a phone and clothing; (3) teacher rating of emotional/behavioral functioning was more closely related to restrictiveness of school placement and

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acceleration (Education); Elementary Secondary Education; Emotional Development; *Environmental Influences; Family Influence; *Gifted; Grouping (Instructional Purposes); *Individual Characteristics; Intelligence Quotient; Misconceptions; Parent Child Relationship; *School Role; Social Attitudes; *Talent

This book explores nine misconceptions about the nature of giftedness in children. It questions the concept of global giftedness, the division between the terms "gifted" and "talented," the necessity of a high intelligence quotient for the identification of giftedness, the biological basis of giftedness, the destructiveness of the "driving parent," the glowing emotional life of gifted children, the premise that all children are gifted, and the link between early giftedness and adult eminence. Chapters center around each of the myths and case studies are presented to illustrate the different characteristics of gifted children. A chapter focusing on the role played by schools in fostering exceptional abilities discusses the resources spent on weak educational programs for the moderately gifted. The need to elevate standards for all children and focus resources for gifted education on students with extreme abilities is urged. The arguments for and against ability grouping and acceleration are discussed, as well as the importance of gifted programs to disadvantaged children. A final chapter, "Sorting Myth from Reality," lists each of the commonsense myths, the corresponding psychologists' myth, and describes the reality of gifted children. (Contains over 800 references.) (CR)

ED 407 826 EC 305 587

Scruggs, Thomas E., Ed.; Mastropieri, Margo A., Ed.
Advances in Learning and Behavioral Disabilities. Volume 11.
PUB DATE- 97
NOTE- 261p.; For volume 10, see ED 394 222.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Aggression; *Attention Deficit Disorders; *Behavior Disorders; Counseling Techniques; Disability Identification; Educational Strategies; Elementary Secondary Education; Emotional Problems; *Inclusive Schools; Interpersonal Competence; *Intervention; *Learning Disabilities; Mainstreaming; Teacher Attitudes
IDENTIFIERS- *Social Skills Training

This book presents nine papers that focus on the identification, behavior, intervention, and inclusion of children with learning and behavior disabilities in general education classrooms. The papers include "Effectiveness of Social Skills Training for Students with Behavior Disorders: A Meta-Analysis" (Kenneth A. Kavale and others); "Attention Deficit Hyperactivity Disorder" (Daniel P. Hallahan and Elizabeth A. Cottone); "Aggressive Behavior in Children with Behavior Disorders: A Critical Review of Identification and Intervention Strategies" (Thomas V. Powers and Richard S. Neel); "A Developmental View of Aggression and Achievement" (Elizabeth Talbott and Molly Gree Coe); "A Comprehensive Examination of an Experiment in Full Inclusion" (Naomi Zigmond and Janice M. Baker); "Mainstreaming and Inclusion of Students with Learning Disabilities:

interpretation of different perspectives in their historical, cultural, and political contexts. The educator's role then becomes one of enabling students to develop their own sensibilities and to support those positions by reason. Contains 35 references. (MSE)

ED 407 846   FL 024 516

New Horizons in Education, Number 37.
PUB DATE- Nov 96
NOTE- 168p.
LANGUAGE- Chinese; English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Administrator Role; Behavior Problems; Change Strategies; Chinese; Classroom Techniques; Concept Formation; Creativity; Education Work Relationship; Educational Change; Educational Innovation; Educational Psychology; Educational Strategies; Elementary Secondary Education; English (Second Language); Expectation; Foreign Countries; History Instruction; Language Attitudes; *Language Role; Mathematics Education; Peer Evaluation; Physical Education; Political Influences; Preschool Education; Principals; *Science Education; Scientific Concepts; Second Language Learning; Self Concept; Social Change; *Student Attitudes; Student Behavior; Student Teachers; Surveys; *Teacher Attitudes; *Teacher Educati China; Hong Kong; Macao
IDENTIFIERS- China; Hong Kong; Macao

The journal issue contains articles in either Chinese or English, each with abstracts in both languages. They include: "'Every Person Is a Creative Being': Teaching Method Designed To Cultivate Creativity from the Perspective of Educational Psychology" (Wai Man Lee); "Sex Differences in Problem Behaviour and the Self-Concept: An Investigation of Hong Kong Junior Secondary School Students" (Po Yin Drew, David Watkins); "What Motivates Teachers?" (Guat Tin Low, Lee Hean Lim, Lay Leng Yeap); "Image of the Principalship: Preservice Teachers' Expectations of School Leaders" (John Chi-Kin Lee, Allan Walker); "Language and Attitudes in the Transitional Period of Hong Kong" (Eva Fung Kuen Lai); "Innovation of Mathematics Education in Compulsory Education" (Yun Peng Ma); "Secondary School Science Education in Hong Kong: Prospect and Retrospect" (Kwok Keung Ho); "Children's Abilities in Formal Reasoning and Implications for Science Learning" (Din Yan Yip); "Are Science Teachers Prepares To Teach the Science-Technology-Society (S-T-S) Theme?" (Anissa Chan, Peter J. Fensham); "The Incorporation and Evaluation of Science, Technology and Society Components in HKIED Science Programme" (Kevin Chung Wai Lui, Sing Lai Chan, Yeung Chun Lee); "Methods To Enhance the Chinese Language Ability of Students in Hong Kong" (Hon Kwong Chow); "'Scholars the Ninth and Beggars the Tenth:" A Myth That Is Still Prevalent in Hong Kong's Secondary School Textbooks on Chinese History" (Jun Fang); "A Case Study on Preschool Physical Education Curriculum in Zhuhai, China: Implications for Preschool Physical Education Reform in Hong Kong and Macau" (Paul Shu Sing Wong); "'Statement of Aims' and Preparation for Working Life: Challenge and Opportunity" (D. B. Lewis); "Reflections of a New Teacher--Peer Supervision in Teacher Development" (Evelyn Yee Fun Man); and "How Do Secondary Students Perceive Their English Learning Experience: Report on a 'Young Post' Readers Survey" (Christine Yu, Ngar Fun Liu, William Littlewood). (MSE)

ED 407 847   FL 024 517

knowledge is transferable in an L3 communicative setting. Three types of data are to be gathered: data from learners of Japanese as L3 in an Australian university, using collection procedures designed to test this hypothesis; anecdotal reports from a diverse sample of L3 learners; and classroom observation of Japanese L3 instruction. Instruments to be used in the first data group include: a multiple-choice questionnaire on attitudes and motivation; a Japanese C-test; a business letter writing task; open- and closed-ended discourse completion tests; an oral recall task of Japanese dialogues, using visual prompts; and classroom observation. Several of these instruments will also be administered to native Japanese speakers for comparative purposes. It is predicted that learners who successfully navigate the complexities of three linguistic and cultural systems will experience gradual emergence of a "third self," and that findings will help explain this process. Contains 22 references. (MSE)

ED 407 866 FL 024 552

Harden, Theo
Reading: Motivation through Challenge.
PUB DATE- 95
NOTE- 12p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Creativity; Foreign Countries; Language Research; *Learning Motivation; Learning Theories; *Linguistic Theory; *Reading Instruction; *Reading Processes; Second Language Learning; *Second Languages

A discussion of the role of reading in second language learning redefines reading and links it, within language learning, to a revised concept of motivation. To fulfill a more useful function in language teaching, reading should be considered a truly creative rather than basically receptive process. The three elements in the complex process of reading are reader, text, and author. The reader is at a disadvantage without the co-participant's help he might get in verbal interaction. One theory of motivation proposes that the tendency to approach an achievement-related goal is a product of three factors: need for achievement (motivation for success), probability of success, and the incentive value of success. In language learning, probability of success approaches zero when the hope of success is defined as mastering the language, particularly if the hidden agenda is to gain the skills of a native speaker. However, because written text is passive, the reader/learner can be active in "creating" the message.Reading should be considered as a truly creative rather than receptive process. The learner is supposed to find out what the author wants to say and how he says it. Sacrificing the author would put the reader in a more autonomous position. The reader determines what the text means, a position in which the motivation is based on challenge. Contains 16 references. (MSE)

ED 407 867 FL 024 553

O hUrdail, Roibeard
A Native Bound-Morpheme Combines with Fully Nativised Borrowed Morphemes: A Highly Productive Language-Contact Feature in the Irish of Cape Clear.
PUB DATE- 95

dissertation. They described the need for self-motivation and self-direction as important attributes for successful completion of their degrees. Students recommended course work in dissertation proposal writing, support groups of students working on their dissertations, careful choice of advisors, persistence, good communication with their committee, and well managed allocation of time. Interview questions and responses are appended. (Contains 17 references.)(JLS)

ED 407 886　　　　HE 030 131

Wolverton, Mimi; And Others
Opening a Conversation between Department Chairs: Possibilities for the U.S. and Australia.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Behavior; Administrator Characteristics; *Administrator Role; College Administration; *College Faculty; *Comparative Education; *Department Heads; Faculty Publishing; *Faculty Workload; Foreign Countries; Higher Education; Productivity; Stress Variables; Universities
IDENTIFIERS- *Australia; *United States

This study identified and compared the environmental pressures and work-related stresses that impact the chairs of academic departments at universities in Australia and the United States. Surveys were mailed to every department chair at all 40 Australian universities (1680 chairs) with a 51 percent response rate. Surveys were also mailed to a sample of 800 chairs in the United States with a 66 percent response rate. Chair stress was examined within each group and compared across the groups. Factor analysis identified five stress variables common to both groups: (1) administrative relationship stress; (2) administrative tasks stress; (3) human relations stress; (4) academic role stress; and (5) external time stress. Among findings were that the same underlying variables defined stress constructs in both countries, but the administrative relationship dimension was significantly more stressful for Australian chairs while Americans suffered greater pressures from administrative task stress. However, Australian department heads were almost twice as productive in producing books, articles, professional papers, and meeting attendance than were American chairs. Data tables are appended. (Contains 36 references.) (Author/JLS)

ED 407 887　　　　HE 030 132

Colbeck, Carol L.
The Main Reciprocal for Teaching Load: Faculty Use of Research Time.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Instruction; Faculty

references and a bibliography contains approximately 400 references. (JLS)

ED 407 906 HE 030 154

Luey, Beth
Handbook for Academic Authors. Third Edition.
PUB DATE- 95
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Authors; *Books; Doctoral Dissertations; Editing; Electronic Publishing; *Faculty Publishing; Higher Education; Journal Articles; *Publishing Industry; Scholarly Journals; Textbook Publication; *Writing for Publication

This guide provides an overview of the academic publishing process and advice to prospective authors in academe on how to have their work published. Individual chapters focus on: (1) the author-publisher partnership; (2) finding an appropriate journal, submitting an effective manuscript, and speeding up the refereeing process; (3) revising a dissertation for book or journal publication; (4) various types of book publishers (university presses, commercial scholarly publishers, trade publishers, university centers and learned societies, and vanity presses) and deciding which publisher is best for a given work; (5) working with a publisher and reading a publication contract; (6) editing multiauthor works and compiling anthologies; (7) finding a publisher for a college textbook; (8) working with a textbook publisher; (9) writing and publishing for general readers; (10) the mechanics of authorship, including illustrations, permissions, proofreading, and indexing; (11) electronic manuscripts and electronic publishing; and (12) costs and prices of books. An appendix provides sources of grants for publication. Contains approximately 200 annotated references. (MDM)

ED 407 907 HE 030 155

Deupree, John, Ed.; Lenn, Marjorie Peace, Ed.
Ambassadors of U.S. Higher Education: Quality Credit-Bearing Programs Abroad.
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); Case Studies; *Colleges; *Educational Quality; Foreign Countries; *Higher Education; International Educational Exchange; *International Programs; Multicampus Colleges; Program Descriptions; Quality Control; Study Abroad; *Universities
IDENTIFIERS- Indiana University Bloomington; Japan; Malaysia; Southern Illinois University Carbondale; United States

This collection of essays presents a set of standards to be considered for use in the delivery of U.S. credit-abroad programs and is designed to serve as a primer for institutions considering the development of such standards. The essays include: (1) "Introduction: A Growing Trend in Educational Delivery" (John Deupree), which discusses the growth of foreign assesses its cost, and proposes funding and implementation strategies for reaching those goals. The report provides four recommendations: (1) telecommunications infrastructure, hardware, and learning resources--equip every California classroom and school library with the technology resources needed to create a learning environment that will improve student achievement; (2) student content and performance standards--incorporate technology into student content and performance standards recommended by the state for adoption at the district level; (3) teacher content and performance standards--integrate technology into the content and performance standards that will be used to set policies for preparing, hiring, evaluating, and promoting teachers; and (4) technical support--provide expertise and resources needed to support the effective use of technology by students, teachers, parents, and the broader community. (Contains a cost worksheet and 34 references.) (SWC)

ED 407 927   IR 018 317

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources, Update 1997. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 4p.; For 1997 Update Part II, see IR 018 318. For 1996 Updates, see ED 391 460 (Part I), and ED 391 461 (Part II).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Resources; Educational Technology; Elementary Secondary Education; Grants; Information Networks; *Information Sources; *Internet; Lesson Plans; Library Catalogs; Policy Formation; Reference Services; Standards; State Departments of Education; Student Projects; Technological Advancement
IDENTIFIERS- Electronic Books; ERIC Digests; Listservs; Pen Pals; Technology Plans

The Internet is an international computer network composed of thousands of smaller networks. State and regional education networks and commercial providers have made the vast resources of the Internet increasingly available to administrators, school library media specialists, and classroom teachers. This updated digest lists a selection of no-cost Internet resources of particular interest for K-12 educators. Topics include: guides to Internet resources; lesson plans; keypals and penpals; acceptable use policies; technology plans; Internet projects for the classroom; grant information; federal government information; state education departments; standards-based education; online reference resources; library catalogs; and other resources. (SWC)

ED 407 928   IR 018 318

Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part II: Answering, Listservs, Discussion Groups, Update 1997. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

march toward Kinshasa, tax day in the U.S., Whitewater's James McDougal imprisoned, United Nations-sponsored multinational force invades Albania to safeguard aid shipments, catastrophic fire during Saudi religious celebration, Israeli police urge corruption charges against Prime Minister Netanyahu, and flooding sweeps large areas of North Dakota and Minnesota, with more to follow (April 14-18); Netanyahu not charged, India's Prime Minister sworn in, Irish Republican Army bomb threats in England halt business, Red River swallows Grand Forks in North Dakota, hostage crisis that began in Peru on December 17, 1996 ends violently, Oklahoma City bombing trial begins, Dalai Lama visits U.S., U.S. Senate ratifies chemical weapons ban treaty, and Earth Day is observed (April 21-25); U.S. leaders launch the volunteer summit, voters in Yemen go to the polls, debate on the value of volunteerism, rebels advance on Kinshasa, Britain's election countdown continues and major parties opt for negative campaigns, and Texas standoff negotiations continue (April 28-30). (SWC)

ED 407 945 IR 056 381

Maxymuk, John
Using Desktop Publishing To Create Newsletters, Handouts, and Web Pages: A How-To-Do-It Manual. How-To-Do-It Manuals for Librarians. Number 74.
PUB DATE- 97
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Graphics; Computer Oriented Programs; *Desktop Publishing; Electronic Publishing; Layout (Publications); *Library Guides; Library Planning; Library Services; Microcomputers; *Newsletters; Orientation Materials; Production Techniques; Publications; *Users (Information); *World Wide Web
IDENTIFIERS- How To Books; Typography

This guide provides desktop publishing basics and instructions for specific library applications, enabling any librarian to function as the writer, editor, designer, proofreader, and printer of a variety of different publications. The guide is designed to help librarians create publications that are attractive, effective, useful, and easily read. The book is divided into four sections. The first section covers the basic elements of desktop publishing, outlining the building blocks of design: layout, type fonts, and graphic elements. Sections 2, 3, and 4 provide step-by-step instructions for creating newsletters, library guides, and World Wide Web pages, respectively. The 13 chapters are: (1) Putting the Power on Your Desktop: Hardware and Software Needs; (2) The Whole Page: Overall Principles of Design; (3) Character Sketch: Essentials of Typography; (4) Finishing Touches: Using Graphics; (5) Something To Say: Planning a Newsletter; (6) Page by Page: Producing a Newsletter; (7) Putting It on Paper: Publishing a Newsletter; (8) Info To Go: Planning Library Guides; (9) Getting the Word Out: Producing and Publishing Library Guides; (10) Electronic Blueprints: Planning a World Wide Web Home Page; (11) Breaking the Code: Producing a WWW Home Page; (12) This Site Under Construction: Publishing a WWW Home Page; and (13) Desktop Publishing is for Your Library. Includes 90 figures illustrating examples. (Contains 39 references.) (SWC) science, animal science, basic laboratory skills, personal development); and agriscience and technology (new technologies in agriculture/agriscience, international agriculture, agricultural businesses, microcomputers in agriculture, supervised agricultural experiences, hand tools and agricultural power equipment, leadership skills, and experimentation in agriculture). Suggested duty areas and tasks/competencies for each course are listed. Presented next (and constituting approximately 60% of the guide) are detailed matrices in which language arts, mathematics, and science standards of learning are cross-referenced to the competencies/tasks covered in each of the courses and their suggested duty areas. Concluding the guide is a 26-item list of suggested agriscience education resources. (MN)

ED 407 501 CE 073 899

Agriscience Education for the Middle School. Instructional Units. Grade 6: Introduction to Agriscience.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 144p.; For related documents, see CE 073 898-900.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; *Agricultural Engineering; *Agronomy; *Animal Husbandry; Behavioral Objectives; Career Awareness; Careers; Communication Skills; *Conservation (Environment); Ecology; *Employment Opportunities; Employment Qualifications; Grade 6; Hands On Science; Instructional Materials; Intermediate Grades; Job Skills; Junior High Schools; Learning Activities; Middle Schools; *Science Curriculum; State Curriculum Guides; Student Evaluation; Teaching Guides
IDENTIFIERS- *Agricultural Sciences; Middle School Students; Virginia

Designed to supplement the Agriscience Education for the Middle School curriculum guide, this instructional packet provides lessons to enable agriscience teachers to bring basic science concepts into the classroom through practical, hands-on activities and experiments. The course is designed to develop in sixth-grade students an awareness of the relationship between agriculture and science. It is divided into seven duty areas: becoming oriented to agriscience, describing agriscience, introducing plant and animal life cycles, communicating with others, introducing agricultural mechanics technology, introducing ecology and conservation, and identifying career opportunities in agriculture. An introductory sheet to each duty area lists competencies/tasks, two to seven lessons, and evaluation. Each lesson consists of any or all of these components: student objective; references; equipment, supplies, materials; presentation (introduction, motivation, discussion with questions and answers, other activities, conclusion, and evaluation); evaluation (test) with answer key; and handouts and worksheets. (YLB)

ED 407 502 CE 073 900

Agriscience Education for the Middle School. Instructional Units. Grade 7: Agriscience Exploration.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.

engage representatives of organized labor in the development, implementation, and governance of a school-to-work system. The first section outlines what organized labor brings to the school-to-work initiative. The next section presents strategies through which organized labor can be actively engaged in the development of school-to-work systems: local partnerships; identifying growing occupations; enhancing the quality of work-based learning; linking academic to occupational learning; developing skill standards and credentialing techniques; developing assessment mechanisms; mentorship; and occupational health and safety standards. Two examples of effective practices are described: the Job Skills Partnership Program operated at six sites by the Southern California Edison Company to provide students with the opportunity to work directly with frontline workers in the utility industry and the District 1199C Training & Upgrading Fund, a union-management organization related to the health care industry that has developed health academies functioning as schools within schools. Contacts and addresses for these programs are provided. The bulletin concludes with a listing of six organizations that can provide further information on the topic. Brief summaries describe the organizations' focus and activities. (YLB)

ED 407 521   CE 073 920

Career Development in School-to-Work. Resource Bulletin.
PUB DATE- Sep 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Choice; Career Counseling; *Career Development; Career Education; *Career Guidance; *Career Planning; Counselor Role; Demonstration Programs; *Education Work Relationship; Elementary Secondary Education; *Student Educational Objectives; Vocational Education

This bulletin presents strategies that school-to-work practitioners can use to implement comprehensive and effective career development programs. These strategies are described: career development as an integral and interdependent program; team counseling; new roles for career and guidance counselors; sequence of comprehensive activities; connections to labor market information; career and computer laboratories; and individual education and career planning. The next section describes three effective practices: a comprehensive career development program operated by Sabino High School, Tucson, Arizona; "Education Cones," which connect academics and work beginning in the early grades in the Weber County School District, Utah; and a systematic guidance program that enables students to develop Employability Development Plans in the Van Buren Vocational-Technical Center in Lawrence, Michigan. Contacts and addresses for these programs are provided. The bulletin concludes with a listing of 15 organizations that can provide further information on the topic. Brief summaries describe the organizations' focus and activities. (YLB)

ED 407 522   CE 073 921

Professional Development for Employers in School-to-Work Systems. Resource Bulletin.
PUB DATE- Sep 96
NOTE- 6p.
LANGUAGE- English

sex, and Hispanic origin; corporate practice tables; methodology for measuring glass ceiling realities; standard industrial/occupational classifications; methodology/questions of the CEO survey; focus group methodology; tables characterizing employed persons within industry; roster of individuals testifying at public hearings; and index of tables. (MN)

ED 407 541 CE 073 953

Lamdin, Lois; Fugate, Mary
Elderlearning. New Frontier in an Aging Society.
PUB DATE- 97
NOTE- 203p.; American Council on Education Series on Higher Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Age Discrimination; *Aging (Individuals); *Cognitive Ability; Developmental Stages; *Older Adults

This book examines the important role of learning in maintaining the health, quality of life, and longevity of older adults. It includes results of the first comprehensive survey of adult learning in men and women over age 55. Chapter 1 focuses on aging, ageism, and issues raised by the graying of the population in what it calls the "Age" Age. Chapter 2 considers defining "old": chronological, medical, physiological, sociogenic, and cultural aging. Chapter 3 addresses implications of life stage and development for learning, including the four ages theory. Chapter 4 demonstrates that older adults retain the ability to learn and to profit from what they learn. It looks at physiological aging of the brain, nonphysiological factors in older adults' cognitive abilities, and fluid versus crystallized intelligence. Chapter 5 argues that sustained healthy cognitive functioning as one ages is affected by reciprocal relationships between continued cognitive activity, healthy body, positive state of mind, physical exercise, and supportive social environment. Chapter 6 provides a profile of elder learners. Chapters 7-10 discuss older adult learning in colleges and universities, other sources of formal learning, self-directed learning, and other modes of learning. Chapter 11 considers socially constructive aging through work, retirement, volunteerism, and leisure activities. Chapter 12 sets forth an action agenda for the "Age" Age. Appendixes contain the instrument, resources for elder learners, 164 references, and index. (YLB)

ED 407 542 CE 073 957

Workforce Development Education Facilities Planner.
PUB DATE- 97
NOTE- 128p.; Supplement to ED 315 882.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; Career Development; Classroom Design; Consumer Science; Design Requirements; *Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Facility Guidelines; Family Life

*Distance Education; Evaluation Criteria; Evaluation Methods; *Formative Evaluation; *Needs Assessment; Postsecondary Education; *Self Evaluation (Groups); *Technical Writing
IDENTIFIERS- *Analytic Approach; *Evaluation Reports

This document, which is intended for schools preparing to undergo an evaluation as part of the Distance Education and Training Council's (DETC's) accreditation process, details the process of writing a self-evaluation report (SER). In the introduction, the SER is defined as the heart of the DETC accreditation process and is described as a road map for institutions in developing truly self-analytical and honestly introspective assessments of their present and future. Next, benefits of writing an SER are listed along with suggestions for developing an analytical writing style when completing an SER. A sample nonanalytical response to an evaluation question is provided and compared with an analytical response to the same question. The issue of selecting areas to analyze in an SER is examined, and the differences between internal and external analyses are illustrated through several examples. Sixteen topics are listed as possible topics for inclusion in an analytical SER. Among the topics listed are the following: existence of employment opportunities for the institution's graduates; appropriateness of instructional materials' reading level; validity/reliability of tests; usefulness of remarks on test papers; possible weaknesses in student services/administration that are causing dissatisfaction among students; and changes in faculty performance in recent years. (MN)

ED 407 561 CE 073 994

Jessup, John E.
Building a Distance Education Faculty. DETC Occasional Paper Number 13.
PUB DATE- Oct 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Distance Education; *Faculty Development; *Faculty Evaluation; *Faculty Recruitment; Higher Education; *Systems Approach; Teacher Student Relationship
IDENTIFIERS- American Military University VA

When the faculty of a degree-awarding distance education institution is assembled, it is essential to meet the credentialing requirements established by the accrediting commission of the Distance Education and Training Council and the various state educational councils. It is also important to find faculty applicants with a love of teaching, instructional skills, and a consummate knowledge of their subject(s). When American Military University (AMU) began assembling its faculty, it soon became clear that the simplest solution was to leave faculty where they were and let them teach at a distance, from a distance. Once the obstacle of the necessity of physically assembling a faculty at one location had been removed, the search for a faculty became a search for the best-qualified, best-credentialed subject specialist teachers for each subject taught at the university. Among the faculty development guidelines emerging from AMU's experience are the following: include a provision for assessing faculty members' ability to work independently; implement an effective, graduated course development process; institute a continuing

Foreign Countries; Futures (of Society); Lifelong Learning; Nontraditional Occupations; Student Participation; *Technical Education

This report on an international symposium on the strengthening of the development and improvement of vocational education begins with a description of UNEVOC, the International Project on Technical and Vocational Education. Section 2 presents discussions of the following topics: adult and continuing technical and vocational education and its relationship with the world of work; contribution of technical and vocational education to careers for women; transformation of work; changing orientation and policy environment; changing provision and participation patterns; technical teacher; and changing in content and educational approaches. Section 3 highlights essential components for future developments: language, general principles, world of work, culture, women, migrants, equal status, funding, responsibility, teachers, learning, lifelong learning, curriculum, guidance and counseling, communication, and implementation strategies. Section 4 contains 10 presentations: "Adult and Continuing Technical and Vocational Education in India" (Arun K. Mishra, Ajit Kumar); "The Contributions of Technical and Vocational Education to the Opening Up of Careers for Women" (Helga Foster); "The Change and Impact of Culture on the Worker and on Work" (Henning Salling Olesen); "The Changing Provision and Participation Patterns in Adult and Continuing Technical and Vocational Education" (Ndeh Ntomambang Ningo); "Adult Learning and the Transformation of Work" (Paul Belanger); "The Changes in the Content and Educational Approaches" (Aker Aragon Castro); "The Changing Orientation and Policy Environment of Adult and Continuing Technical and Vocational Education" (Suresh Munbodh); "The Transformation of Work in the Different Regional Contexts" (Fernando Bogantes); "The 'Tossed Salad' Approach to Cultural Identity in the Contemporary Workplace" (John C. Hinchcliff); and "ICES International Centre of Educational Systems Activity in Consolidation of International, Governmental, and Non-Governmental Actors for Adult and Continuing Education" (S. I. Peshkov). Appendixes include daily schedule; working document; list of main participants; and Convention on Technical and Vocational Education adopted by the General Conference of UNESCO at its 25th session, Paris, November 10, 1989. (YLB)

ED 407 580   CE 074 030

Wills, Joan L.; Kaufmann, Barbara A.
Developing and Sustaining Partnerships: Lessons Learned.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 27 Feb 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Education Work Relationship; *Employment Qualifications; *Job Skills; Partnerships in Education; *Pilot Projects; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; Secondary Education; Standards
IDENTIFIERS- National Skill Standards Board

This paper reports on a study that examined skill standards pilot programs to identify lessons learned in the selection and

This book examines old and new technologies that can be used in distance education and provides cost-benefit comparisons among them. The first chapter of the book summarizes the findings of the next 10 chapters and provides a framework for decision making for all the technologies. The following criteria for choosing educational technology are discussed in chapters 2-3: access, costs, teaching and learning, interactivity and user-friendliness, organizational issues, novelty, and speed. Chapters 4-10 are organized around one of the following media, depending on whether it uses one-way or two-way technologies for delivery: broadcast television, instructional and two-way television, print, one-way audio, two-way audio, computer-based learning and multimedia, and computer-mediated communication. A vision of how learning and teaching should take place is addressed in chapter 11, a theme that also runs through the discussions of each of the technologies covered in the book. The book includes 28 figures, 38 tables, and 132 references. (KC)

ED 407 598 CE 074 073

Tight, Malcolm
Key Concepts in Adult Education and Training.
PUB DATE- 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Citations (References); *Concept Formation; Continuing Education; *Definitions; *Fundamental Concepts; *Training; *Vocabulary

This book defines and explains some 40 key concepts in adult education and training, and it presents an analysis of the more than 150 concepts that can be made by combining core and qualifying concepts. The concepts have been grouped into seven chapters, with the following core concepts discussed in chapter 1: adult, education, and training, plus the related ideas of learning, teaching, and development. Chapters 2-7 then examine qualifying concepts--concepts that refer to approaches to, or details of, the field as defined by the core concepts. The qualifying concepts discussed are as follows: lifelong; recurrent; further; higher; adult; and continuing; community; formal, informal, nonformal; human resource; career; professional; distance, open and flexible; experiential, independent, self-directed; knowledge and skill; capability and enterprise; competence; and quality. Chapter 7 also discusses structural concepts, such as access and participation. In each of the chapters, an analytical framework is used to illustrate the background, application, and wider context of the concepts discussed. Chapter 8, attempts an overall evaluation of the concepts examined, of the frameworks used to analyze them, and of what this says about the field of study. The book contains 458 references. (KC)

ED 407 599 CE 074 078

Shaw, Habiba N.
An Evaluation of the Effectiveness of the "Helping Hand" Newsletter in Barbour County, Alabama.
PUB DATE- Feb 96
NOTE- 57p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)

"hard" drug users from 1993-1995. Methods of prosecution and justice are also explored, as are efforts at international cooperation in stemming the drug trade. It is important to educate potential consumers and victims of drugs on the consequences of drug use. (RJM)

ED 407 617   CG 027 661

Cooper, M. Lynne; And Others
Covariation among Adolescent Problem Behaviors: What Does It Mean?
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Aug 96
NOTE- 38p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Analysis Of Covariance; *Behavior Problems; Blacks; Causal Models; High Risk Students; *Predictor Variables; Secondary Education; Whites; *Youth Problems
IDENTIFIERS- Covariance Structure Models; *Covariation; *Deviance

Problem behaviors during adolescence can include substance use, low educational achievement, delinquent or conduct-disordered behavior, and indiscriminant, precocious, or risky sexual behavior. Despite the dissimilarities of these behaviors, some researchers believe that such actions share common underlying causes, which can be explained by the general-deviance models. This study seeks to replicate the higher-order factor structure of problem behavior and the direct effect of sensation-seeking on that higher-order factor in a large, representative sample of black and white adolescents, aged 13 - 19 years. A random sample of 2,052 black and white adolescents were interviewed and four clusters of problem behaviors were assessed. Results indicate that a single higher-order factor was indeed shown to account for the bulk of the covariation among the first-order problem behaviors. Data also suggest that common causal explanations cannot fully account for the covariation among problem behaviors and a number of alternative explanations are explored. These exceptions notwithstanding, the general deviance model appears to provide an accurate explanation for the covariation among problem behaviors and such models offer important explanatory frameworks for understanding the etiology of problem behaviors. Four models are illustrated and data are displayed in two tables. (RJM)

ED 407 618   CG 027 662

Van Blerkom, Malcolm L.
Academic Perseverance, Class Attendance, and Performance in the College Classroom.
PUB DATE- 11 Aug 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Attendance; *Attendance Patterns; *College Students; Grades

August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (To Environment); Adolescents; Foreign Countries; Grade 6; Intermediate Grades; Middle Schools; Parent Influence; Peer Influence; *Social Adjustment; Social Networks; *Social Support Groups; *Student Adjustment; *Student Attitudes; Teacher Influence

Children frequently must adapt to changes in their environments, such as school transitions. The different types of social support from different sources were examined here so as to determine the processes by which such support mediates the stress of school transitions. Students' perceptions of the types or amount of support they received from parents, friends, and teachers, and whether or not different types of support mediated school transition in different domains, were highlighted. Sixth-grade students (N=95) were followed as they made the transition and adjustment to junior high school. Students completed a series of questionnaires evaluating the strength and types of social support they received from three major sources: peers, parents, and teachers. The types of support examined included informational, tangible, emotional, and social companionship support. Results indicate that parents provided more tangible support than teachers and friends and more emotional support than teachers. Informational support from friends best predicted social adjustment to seventh grade which indicates that having friends who provide help coping with problems is an important predictor of group integration and personal intimacy. Findings indicate ways in which social support mediates stress in early adolescence. Contains 12 references. (RJM)

ED 407 637 CG 027 724

Volenski, Leonard T.; Rockwood, Paul
Family Environment and School Behavioral Problems.
PUB DATE- 9 Aug 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Anger; *Behavior Problems; *Emotional Disturbances; *Family Environment; Family Problems; Fathers; High School Students; High Schools; Males; Parent Child Relationship; Parent Influence; *Student Behavior
IDENTIFIERS- School Behavior Survey

Helping disruptive students successfully complete high school and learn how to develop self-control is a challenge for the school, parents, and society. Some of the specific family characteristics associated with disruptive behavior in the classroom and school are examined here. Parents of 105 adolescent males, who ranged in age from 15 to 17, completed various surveys. Analysis revealed that the family variables of cohesion, conflict, organization, and expression of anger were all significant in being able to predict membership in one of the study's three groups: emotionally disturbed, "late starters" (i.e. those who had only recently manifested disruptive behavior), and the control group. Results indicate that the families of the emotionally disturbed subjects had

A major objective of the Paideia reading program is to develop within pupils a love for reading. Individual differences in reading achievement are provided for by having the teacher read the selection orally together with pupils so all have similar background experiences for discussion. If pupils can read the content by themselves and understand what has been read, they should be encouraged to do so. The literature read contains vital issues in classical content; content which has stood the test of time and arouses the interests of pupils. The Socratic method of teaching helps pupils to retain interest in the reading curriculum. With adequate background information, all pupils basically can read the selection individually, after it has been discussed. Teacher recommendations for a quality Paideia reading curriculum include: have students read simplified versions of the classics; diagnose what pupils do not understand from having read classical content; have high expectations for pupils in reading classical content; join a Great Books Club; and set personal goals for growth in the Paideia reading program. (Contains 7 references.) (RS)

ED 407 658 CS 012 816

Pittman, Kim; Beth-Halachmy, Shani
The Role of Prior Knowledge in Analogy Use.
PUB DATE- 25 Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Comparative Analysis; Grade 8; *Instructional Effectiveness; Junior High Schools; *Prior Learning; *Science Instruction; Teacher Developed Materials
IDENTIFIERS- *Analogies; Illinois (Chicago Suburbs); Teaching Research

A study examined the role of prior knowledge in teacher-generated analogies and student-generated analogies that convey the concept of protein synthesis. Subjects were 269 eighth-grade students enrolled in a public school district in a northern suburb of Chicago, Illinois. Subjects were divided into groups that received traditional instruction, generated their own analogies, or received teacher-generated analogies for instruction. Student performance was measured using a publisher's multiple-choice test and a short-answer test to assess knowledge about protein synthesis before instruction, immediately after instruction, and one month after instruction. Results indicated that in both the immediate posttest and the one-month posttest, prior knowledge was a significant variable in predicting the student's performance on the posttests. Findings suggest that a foundation of science knowledge seems requisite to the efficient and effective use of teacher-generated analogies as well as student-generated analogies. Teachers should take pains to use analogies based on domains already familiar to the students and should make clear the semantic and structural correspondences between the analogs that are important for providing the desired explanation. (Contains 16 references and 2 tables of data.) (RS)

ED 407 659 CS 012 817

Swanson, Charles H.
Who's Listening in the Classroom? A Research Paradigm.

"new model for social action" refers to a very specific kind of social action by university faculty, well suited to contribute to community literacy because of their training and access to university resources. In a recent article, Ellen Cushman states that very real benefits are also received by those university faculty participants from that community. (Contains five references; a list of WWW sites is appended.) (CR)

ED 407 678 CS 215 829

Abram, Suzanne
The Need for Foreign Language Training in World Literature Instruction.
PUB DATE- 10 May 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Educational Practices; *English Departments; Faculty Development; Higher Education; Instructional Improvement; *Knowledge Base for Teaching; *Second Languages; Student Needs; *Teacher Qualifications; *World Literature
IDENTIFIERS- Comparative Literature

Many English departments employ world literature instructors with no obvious training in world literature. Ideally, all subjects should be taught by specialists. In practice, world literature courses are routinely rotated among an unenthusiastic faculty with generally no effort to remedy the situation by recruiting experts. Although world literature is usually a course for nonmajors, nonmajor and major students should be equally entitled to a good education. While there is no degree in world literature, there is a doctorate in comparative literature which perhaps comes the closest to training in the field of world literature, with the ability to read literary works not written in English and a certain predisposition to see literature in broad terms. The popular notion that the world literature instructor need merely to have a good grounding in general principles of literary analysis and an open mind is riddled with problematic issues. Knowledge of three or four foreign languages should be a prerequisite for teaching world literature. Lack of this knowledge can cause many limitations on the teaching of the course. As long as English departments do not emphasize foreign language training as a requisite for teaching world literature, classrooms will continue to have 30 students who read no Latin trying to understand the "Aeneid" under the guidance of an instructor who also reads no Latin. (CR)

ED 407 679 CS 215 832

DeStigter, Todd
The Public Uses of Power.
PUB DATE- Mar 97
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Grade 11; *High Risk

the 1870s and everyday life during the same period allowed a professor to examine a metaphor for personal relationships used at the time: colonialism. His great grandmother, a young widow with three minor children, moved from New York State to Yellow Springs, Ohio, attracted by Antioch's Unitarian associations. Subsequently, all three of her children attended the college. One son corresponds with a friend (Leslie) who moved to the frontier town of Russell, Kansas. They write about marriage prospects, using the colonial metaphor in this context. Colonies as dating or engaged couples are mentioned in Leslie's August 1878 letter: "...outside an endless string of couples, going around and around with the slow measured tread of the colony. I have an idea that there will never be such colonizing at Antioch again as there was last year...." Whereas the word "colony" signifies the pacified state of an established relationship, the word "colonizing" takes on some of the connotations that "womanizing" has. Leslie writes of the forwardness of Kansas women and of the licentiousness of French women, when he later visits Paris. As with America's colonies and client states, a patriarchal system was the norm. Presumably the women of Antioch in the 1870s knew the metaphor of "colonial matters" and acquiesced in their defined roles. (Includes five notes.) (NKA)

ED 407 697 CS 509 521

Adams, J. Q., Ed.; Welsch, Janice R., Ed.
Multicultural Prism: Voices from the Field. Volume 1.
SPONS. AGENCY- Western Illinois Univ., Macomb.
PUB DATE- 94
NOTE- 163p.; For volume 2, see CS 509 384.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Differences; Curriculum Development; Curriculum Evaluation; *Diversity (Student); *Higher Education; *Multicultural Education; Program Evaluation; Program Implementation; Scientific Enterprise; Teacher Education; Womens Studies
IDENTIFIERS- Media Literacy; Objectivity

This book weaves together original essays with several that have been published earlier to address establishing the context for multicultural education, implementing multicultural perspectives in the classroom, and assessing the impact of multicultural education. The book also presents two annotated bibliographies. Following a foreword by J. Q. Adams and an introduction by the editors, essays in the book are "Multicultural Education: Development, Dimensions, and Challenges" (James A. Banks); "The Multicultural Campus: Facing the Challenges" (Nancy "Rusty" Barcelo); "Creating Inclusive and Multicultural Communities: Working through Assumptions of Culture, Power, Diversity, and Equity" (Brenda M. Rodriguez); "Building Cultural Bridges: A Bold Proposal for Teacher Education" (Geneva Gay); "Media Literacy: An Educational Basic for the Information Age" (Carlos E. Cortes); "Integrating Race, Class, Gender, and Sexual Orientation into the College Curriculum" (Barbara M. Scott); "A Multicultural Perspective in the Women's Studies Classroom" (Martha E. Thompson); "Motivations That Drive Prejudice and Discrimination: Is the Scientific Community Really Objective?" (Duane M. Jackson); "Diversity and Multiculturalism on the Campus: How Are Students Affected?" (Alexander W. Astin); "Multicultural Education:

Switzerland, March 27-30, 1996). A Secondary Education for Europe Project.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Education; Curriculum Design; Educational Improvement; *Educational Objectives; Foreign Countries; *International Education; Learning Strategies; *Outcome Based Education; Role of Education; Secondary Education
IDENTIFIERS- *Europe

A symposium was held in Berne, Switzerland, in March 1996 to define the key competencies that secondary students should acquire to prepare for either employment or higher education. This document summarizes the symposium discussions of plenary sessions and working groups, comprised of teachers and school managers. The conference participants discussed the following issues: (1) clarifying the concept; (2) defining competency requirements in the context of current education systems; (3) identifying the priorities and key competencies; (4) acquiring competencies by doing; and (5) assessing the link between the structure of education systems and the purpose of evaluation. The participants concluded that underlying the question of key components is a whole set of interrelated problems. Educators and policymakers must also consider an education system's long-established curricula, teaching methods, and school contexts. Appendices contain a summary of three papers: "Competencies and Knowledge" (John Coolahan); "Individual Competencies and the Demands of Society" (Gabor Halasz); and "Introductory Notes" (Jean-Francois Perret). The symposium program and a list of participants are also included. (LMI)

ED 407 718 EA 028 342

Massell, Diane; And Others
Persistence and Change: Standards-Based Reform in Nine States. Report #37, CPRE Report Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Accountability; Curriculum Development; *Educational Assessment; Educational Change; Elementary Secondary Education; Equal Education; *State Action; State School District Relationship; *State Standards

In the late 1980s, state and district policymakers turned their attention from the number of academic courses to the quality of the core academic content being taught in public schools. This report focuses on the development and progress of standards-based reform in 9 states and 25 districts during 1994 and 1995. The states included California, Connecticut, Florida, Georgia, Kentucky, Minnesota, New Jersey, South Carolina, and Texas. The following 12 points highlight the major findings: (1) In 1994-95, versions of standards-based, systemic change remained a key feature in all 9 states' education policies; (2) discussion of

ED 407 735 EA 028 365

Decker, Paul T.; And Others
Education and the Economy: An Indicators Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Literacy; Developed Nations; *Economic Development; Economic Impact; *Education Work Relationship; Educational Attainment; Educational Status Comparison; Elementary Secondary Education; International Education; Job Training; Labor Economics; *Labor Force Development; *Productivity

Education is an important contributor to productivity growth and has a major influence on the standard of living of the U.S. population. Economic productivity depends on human as well as physical capital. This report is the first in a series of indicator reports recommended by the congressionally mandated Special Study Panel on Education Indicators. The report examines the link between education and economic productivity from different angles using a variety of data sources. It first presents indicators related to historical trends in worker productivity in the United States and other countries and the contribution of education to these trends. The report also considers the link between education and productivity at the individual level, focusing on the economic consequences of educational attainment, educational achievement, and adult literacy. The link between worker training and productivity is also explored. Finally, the report compares key measures of educational performance in the U.S. with corresponding measures in other countries. The indicators in the report come from many data sources, including the National Center for Education Statistics as well as other federal and international statistical agencies. The report examines the existing research on the indicators and related issues, presenting arguments and conclusions from researchers on all sides of the issues. Eight tables and 57 figures are included. (Contains 88 references). (LMI)

ED 407 736 EA 028 366

Portin, Bradley S.
Reshaping the Headship in England and Wales: Primary Impacts.
PUB DATE- Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; *Educational Cooperation; Elementary Education; Foreign Countries; *Leadership; Leadership Qualities; Leadership Styles; *Principals; Professional Development; School Based Management; Teacher Empowerment
IDENTIFIERS- *England; *Wales

England and Wales have undergone dramatic educational reforms during the 1980s and 1990s. This paper presents findings of a

of future target behaviors did not interfere with learning of numerals; (c) four of five children learned to read all number words in both conditions; and (d) the addition of number words during numeral instruction increased the rapidity with which children acquired the number words. (Contains 31 references.) (Author/CR)

ED 407 753 EC 305 310

Holcombe-Ligon, Ariane
Effects of Instructive Feedback on Future Learning.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 23p.; Appendix K of "Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report"; see EC 305 304.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Delays; Efficiency; *Feedback; Identification; *Instructional Effectiveness; Learning Strategies; *Number Concepts; Preschool Children; Preschool Education; Student Behavior; *Student Reaction; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Future Learning; Time Delay

Four preschool children with developmental delays were taught to name the numerical value of sets of geometric figures, the corresponding numeral, the corresponding number word, and the corresponding Roman numeral. Half of the stimuli were taught with instructive feedback and the other half without, as two conditions were established: the future condition which included the presentation of future-targeted behaviors during the consequent events for correct responses (i.e., the use of instructive feedback), and the nonfuture condition, which did not include instructive feedback. For example, when numerals were taught directly, instructive feedback (in the form of embedding number words in feedback) was used with half of the numerals but not with the other half. Results indicate that: (1) constant time delay resulted in three of the four children learning to name the numerical value of sets of geometric figures, the corresponding numeral, and the corresponding number word; (2) presentation of instructive feedback in the future condition did not interfere with the acquisition of target behaviors; (3) addition of instructive feedback in the consequent event resulted in more rapid acquisition of those behaviors when they were subsequently instructed. (Contains 16 references.) (CR)

ED 407 754 EC 305 311

Wolery, Mark; And Others
Instructive Feedback: A Comparison of Simultaneous and Alternating Presentation of Non-Target Stimuli.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 17p.; Appendix K of "Learning Efficiently: Acquisition of Related, Non-Target Behaviors (Project LEARN). Final Report"; see EC 305 304.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Feedback; *Hearing Impairments; *Instructional

NOTE- 183p.; Appendix A of "Physicians Training Project. Final Report," see EC 305 526.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agency Cooperation; Autoinstructional Aids; Consultation Programs; Cooperative Programs; Curriculum Development; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Educational Philosophy; Family Programs; Graduate Medical Students; Higher Education; Individualized Family Service Plans; Interdisciplinary Approach; *Interprofessional Relationship; *Medical Education; Medical Services; Medical Students; Pediatrics; Physicians; *Special Education; *Teamwork
IDENTIFIERS- Connecticut

This set of nine self-study manuals was developed as part of a project to enhance Connecticut pediatricians, pediatric residents, and medical students' understanding of and involvement with early intervention and the special education system. The training manuals cover the broad areas of philosophy, service delivery models, and collaborative relationships. Emphasized in each of the nine modules is the role of the family as the constant in the child's life and the primary unit for the delivery of services. The manuals cover the following topic areas: (1) family-centered care; (2) educational law; (3) research efficacy; (4) role of other disciplines; (5) curriculum development; (6) natural instructional environments; (7) service coordination; (8) team process; and (9) collaboration consultation. Each manual has four components: a discussion of concepts and values; a family study which provides a case study exercise; a discussion section allowing trainees to apply the concepts learned to the family case study; and the resolution, which suggests a hypothetical resolve which emphasizes physicians defining their roles and responsibilities. (Contains 14 references.) (DB)

ED 407 772 EC 305 528

Survey of Connecticut Pediatricians on Early Intervention and Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 57p.; Appendix D of "Physicians Training Project. Final Report," see EC 305 526.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Early Intervention; Educational Needs; Elementary Secondary Education; Federal Legislation; Information Needs; *Knowledge Level; Medical Services; Needs Assessment; *Pediatrics; *Physicians; Role; *Special Education; State Surveys; Tables (Data)
IDENTIFIERS- Case Management; *Connecticut; Early Periodic Screening Diagnosis and Treatment; Individuals with Disabilities Education Act Part H; Medicaid

A survey of 813 pediatricians in Connecticut assessed the knowledge and involvement of pediatricians with both the early intervention and special education systems. The 311 responses were analyzed in terms of background demographics, characteristics of respondents, description of medical

Epstein, Kenneth; And Others
Deaf College Students' Representation of Image and Verbal Information.
PUB DATE- Mar97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Processes; College Students; *Deafness; *Encoding (Psychology); Higher Education; Language Processing; *Learning Modalities; Performance Factors; *Recall (Psychology); *Retention (Psychology)
IDENTIFIERS- *Dual Coding Theory

This paper discusses the results of a study of 27 college students with deafness that investigated whether cognitive processes are modality dependent in individuals with deafness. The experiment included two separate parts, one composed of shape trials and the other composed of word trials. An initial stimulus was shown on a computer screen for two seconds. A two second retention period was followed by presentation of the test stimulus. Participants responded by pressing either the "Shift" key, to designate that they felt that the test stimulus included all the same shapes or shape words as the initial stimulus, or the "Option" key to designate that there was at least one different shape or shape word in the test stimulus. For initial and test stimuli in which the positions of shapes or words were the same, participants responded to the shapes more quickly when they appeared in an array than when they appeared in a linear format; however, results suggest subjects retained the word information in a sequential, sentence-like format. Strong readers performed better than weak readers on word stimuli. The study indicates that dual coding theory predictions hold for individuals with deafness. (CR)

ED 407 791 EC 305 550

Zentall, S. S.; And Others
Learning Characteristics of Boys with Attention Deficit/Hyperactivity Disorder and/or Giftedness.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; *Attention Deficit Disorders; Cognitive Style; Educational Strategies; Grade 4; *Individual Characteristics; Intermediate Grades; Interpersonal Competence; *Males; *Performance Factors
IDENTIFIERS- Academic Accommodations (Disabilities)

This study investigated the different characteristics of nine fourth-grade boys, three boys with attention deficit hyperactivity disorder (ADHD), three boys with giftedness, and three boys with ADHD and giftedness. Information reported by teachers, parents, and the children were analyzed using an embedded, multiple-case design, with constant comparative procedures within and across groups. The children's characteristics, academic performances, optimal learning conditions, and effective accommodations are evaluated. Results parent report of emotional/behavioral functioning seemed to drive out-of-home placements; (4) teachers and clinicians agreed with each other on the clinical functioning of youth more frequently than they agreed with parents; and (5) although youth were described as having significant emotional/behavioral needs and high rates of instability in learning environments at times of referral, improvements in functioning were noted by families, clinicians, and teachers. (Contains 10 references.) (CR)

ED 407 808 EC 305 568

Eber, Lucille; Rolf, Karen
Applying Wraparound Approaches in Schools: Evaluating Training and Technical Assistance Activities.
PUB DATE- Feb 97
NOTE- 12p.; Paper presented at the Annual Research Conference: A System of Care for Children's Mental Health, Expanding the Research Base (10th, Tampa, FL, February 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Followup Studies; *Integrated Services; *Professional Training; *Program Effectiveness; Program Evaluation; Program Implementation; *Technical Assistance
IDENTIFIERS- Illinois

A study of 250 persons who work with youth with emotional or behavior disorders and participated in school-based wraparound training in several sites across Illinois, evaluated the technical assistance that was provided to them. The initial training provided an introduction to the wraparound process and offered strategies for use in schools. A year later, follow-up technical assistance meetings were offered for those who had been implementing the initial training and providing leadership or technical assistance to others in their schools and/or communities. Participants numbered 80. Results found that participants could identify specific strategies for implementation as a result of the technical assistance activities, and that they tended to support others in the same areas that they focused on for implementation in their own work. These areas included using strength-based approaches; participating in child and family teams; interacting with school staff; using creative alternatives; and insuring parent access/voice/ownership. Individuals reported financial resources, time, and attitudes of staff as challenges to implementation. Participants also reported more change in their own work roles than perceived change in supporting others. Findings also indicated that participants changed their focus for future efforts as a result of the one-day follow-up technical assistance activity. (CR)

ED 407 809 EC 305 569

Occupational Therapy Services for Children and Youth under the Individuals with Disabilities Education Act (IDEA).
PUB DATE- 97
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Perspectives of General Educators in Elementary and Secondary Schools" (Poonam C. Dev and Thomas E. Scruggs); "Teacher Education Reform and the Inclusion of Students with Learning and Behavioral Disorders" (Paul T. Sindelar and others); "It's What You Take for Granted When You Take Nothing For Granted: The Problems with General Principles of Instructional Design" (John Woodward and others); and "Counseling Individuals with Learning Disabilities: Research, Practice, and Future Issues" (Margo A. Mastropieri and others). (Individual papers contain extensive references.) (CR)

ED 407 827　　　　EC 305 588

Anderson, Winifred; And Others
Negotiating the Special Education Maze: A Guide for Parents & Teachers. Third Edition.
PUB DATE- 97
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Records; Career Planning; Civil Rights; *Disabilities; Disability Identification; Due Process; Early Intervention; Education Work Relationship; *Educational Diagnosis; Educational Legislation; Elementary Secondary Education; Eligibility; Federal Legislation; Hearings; *Individualized Education Programs; Parent Participation; *Parent Rights; Parent Role; *Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Referral; *Special Education; Student Evaluation; Student Placement; Student Rights; Vocational Education
IDENTIFIERS- *Individuals with Disabilities Education Act

Designed to assist parents and teachers in understanding the complex procedures of special education, this book describes the process for obtaining school services for children with disabilities. An introduction reviews six major provisions of the Individuals with Disabilities Education Act (IDEA) that relate to children's rights to a free, appropriate public education and parent involvement in decision-making. The following chapters address: (1) the special education planning cycle and key people in the process; (2) ways for parents to develop and provide critical information to professionals working with their child; (3) referral and evaluation; (4) school records and reports; (5) eligibility decisions; (6) Individualized Education Programs (IEPs); (7) IEP meetings; (8) early intervention; (9) transition from school; (10) due process procedures, with examples of conflicts resolved in due process hearings provided; (11) nondiscrimination protection; and (12) monitoring the services provided and checkpoints for progress. Most chapters include blank forms and exercises for parents. A glossary provides definitions of special education terms mentioned in the text. Appendices include a list of regional parent training and information programs, special education state offices, national organizations serving persons with disabilities, and publications relating to special education and a variety of disability issues. (CR)

ED 407 828　　　　FL 023 106

Stanglova, Marta

Preece, Robert
Art English.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Art History; *Art Materials; Course Content; Course Descriptions; Course Organization; Educational Needs; *English for Special Purposes; *English (Second Language); *Foreign Students; Higher Education; Instructional Materials; Lecture Method; Museums; Notetaking; Reading Assignments; Second Language Instruction; Vocabulary Development; Writing Exercises
IDENTIFIERS- *Temple University PA

Art English is a combination of English-as-a-Second-Language (ESL)/English-as-a-Foreign-Language (EFL) and art content. As a new instructional area, it faces several challenges: as with all English for Special Purposes (ESP), exchange of information among programs; development of a suitable combination of art content and ESL, due to lack of textbooks; and lack of a curriculum model due to the unique demands of art curriculum and student needs. For the art student, course work includes both art studio and liberal arts requirements. Unlike many other disciplines, art classes may not require high English proficiency. Art English at the Temple University (Pennsylvania) Intensive English Language Program is a pre-course for an undergraduate arts requirement. The 7-week course has four components: (1) an art language/binder workshop in which students develop facility in talking about art and write 30 essays; (2) lecture listening and notetaking activities with sections on the materials of painting, sculpture, and architecture; (3) critical reading activities in Renaissance art; and (4) a study tour of art and architecture in the Philadelphia region. Such courses allow art schools to enroll foreign students in greater numbers and create a more dynamic international environment for art education and discussion. (MSE)

ED 407 848 FL 024 518

Bregy, Anne-Lore; And Others
Evaluation de l'experience d'apprentissage bilingue de Sierre, 1994/95 (Evaluation of the Bilingual Education Experiment in Sierre, 1994/95).
PUB DATE- 96
NOTE- 105p.
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Educational Objectives; Foreign Countries; *French; *German; *Kindergarten; *Language Skills; Primary Education; Program Design; Program Effectiveness; Program Evaluation; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Switzerland

The report evaluates a Swiss bilingual education program in the City of Sierre/Siders in which 19 Francophone children aged 5-6 years received half their instruction in French and half in German over a period of a year. Participants were evaluated for their German language skill development in November, February, and June. Results indicate that the children gained the targeted communication skills for daily classroom interaction,

NOTE- 11p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diachronic Linguistics; *English; Foreign Countries; *Irish; *Language Patterns; Language Research; *Linguistic Borrowing; Linguistic Theory; *Morphology (Languages); Uncommonly Taught Languages
IDENTIFIERS- *Ireland (Cape Clear); *Language Contact

A study examines the language contact phenomenon of Irish in which a native morpheme combines with a borrowed morpheme that has become, over time, fully assimilated. One variety of this blending in Gaeltacht Irish is the substitution of "-eir" for the English-bound "-er/-ar/-or," which is then combined with nativized borrowed morphemes such as "draidhbh" (from English "drive") to form "draidhbheir" ("driver"), conforming to the morphological patterns of Irish. Patterns found in the Irish of Cape Clear are explored, using a variety of examples. It is concluded that the productivity of the morphemic blending process allows the natural bilingual a form of rule-governed creativity in language contact situations, and in Gaeltacht Irish has served to continue a centuries-old process of lexical enrichment. The reader is asked to consider whether the borrowed morpheme, fully adapted to the phonology of the borrowing language, is not preferable to adoption of the unadapted morpheme. Contains 14 notes. (MSE)

ED 407 868 FL 024 554

Ihde, Thomas W.
Teaching Irish to Americans: Focus on Feedback.
PUB DATE- 95
NOTE- 10p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Editing; *Error Correction; *Feedback; Foreign Countries; Higher Education; *Irish; Language Research; Second Language Instruction; *Second Languages; Self Esteem; *Student Attitudes; Teacher Attitudes; Uncommonly Taught Languages; *Writing Evaluation
IDENTIFIERS- *United States

This study investigated the attitudes of American students learning Irish as a second language about error correction. Subjects were 45 former students in summer programs in an Irish university, who were asked how they preferred to have their papers corrected by Irish language teachers. Most (64 percent) preferred full editing on essays, finding it the most educational and the most supportive of motivation and confidence. A smaller proportion (18 percent) preferred circling of errors, and 16 percent chose the use of symbols. One subject (2 percent) preferred a summary of errors. Those reporting their own proficiency level as low tended to prefer editing; those reporting a high proficiency level claimed in equal proportions to prefer circling, symbols, and editing. the conclusion is drawn that, in general, students of Irish want full correction of their work. However, the above-mentioned forms can be time-consuming for teachers and have not been proven to be more effective than other, less time-consuming approaches. Teachers are encouraged to provide their students

Publishing; *Faculty Workload; Grants; Higher Education; Institutional Mission; *Research; *Research Administration; *Time Management

This study examined the allocation of time college faculty give to various research tasks. Case studies were conducted of 12 faculty members in four departments selected for variation by university type (research and comprehensive) and discipline (Physics and English). The work of each faculty member was observed on five non-consecutive days for a total of 60 days and respondents tracked work activities performed outside of the university. Time spent on research was categorized as either: inquiry, scholarship, writing, presenting, logistics, grants, or other research. Among findings were that physicists at both institutions spent more time on research than the English professors and that there was much variation in the amounts of time spent on research activity categories. Faculty tended to enact one of two alternative contextually-shaped roles as researchers, either as developers or as synthesizers. The time spent on the combined activities of logistics, grant work, and other research tasks was similar whether or not the professor had external research funding. Nine of the 12 spent more time on teaching than on research. The faculty spent from 8 to 34 percent of their time on integrated teaching and research (mostly in informal training of student researchers). Data tables detail the study's findings. (Contains 20 references.) (JLS)

ED 407 888 HE 030 133

Jenni, Roger; And Others
Transitions to Adulthood: Recent Alumni's Views of Their Academic, Interpersonal and Life Skills.
PUB DATE- Feb 97
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Alumni; Career Choice; Communication Skills; Computer Literacy; Conflict Resolution; Cultural Differences; Decision Making; Followup Studies; *Graduate Surveys; High School Graduates; High Schools; Outcomes of Education; *Program Effectiveness; Program Evaluation; Reading Skills; Self Concept; Self Evaluation (Individuals); *Student Attitudes; Writing Skills
IDENTIFIERS- *Northfield School District MN

This study examined whether recent graduates of the Northfield Public Schools (Minnesota) had acquired the skills necessary to make successful transitions to adulthood and postsecondary education. Survey responses (n=146) were obtained from two recently graduated classes 3 years after graduation and from graduates of the Alternative Learning Center 1 year after graduation. The survey asked respondents to evaluate themselves in the following 11 areas: decision making, handling conflicts with other people, information gathering and management, intercultural awareness, looking for and keeping a job, mathematical reasoning, oral communication, personal awareness, reading, technological literacy, and writing. Graduates rated decision making, reading, and writing as the most frequently encountered, while handling conflicts with other people and intercultural awareness were the least frequently encountered.

programs offered by American-based colleges and universities; (2) "Higher Education and the Global Market: The Quality Imperative" (Marjorie Peace Lenn), which examines the global context of such programs and the development of quality standards; (3) "Institutional Accreditation and the International Offering of Credit-Bearing Courses and Degree Programs" (Steven D. Crow), which reviews the role of accrediting agencies in monitoring foreign campuses and programs of American institutions; (4) "International Considerations in Program Accreditation" (John Maudlin-Jeronimo), which examines international accreditation initiatives; (5) "Case Study: Maintaining and Controlling Academic Standards at U.S. Branch Campuses in Japan" (Jared H. Dorn), which focuses on Southern Illinois University at Carbondale's campus in Niigata, Japan; (6) "Case Study: A Twinning Program in Malaysia: Lessons from the Field" (Charles Reafsnyder), which reports on the experiences of Indiana University in Malaysia; (7) "The Value of Standards Within the Home Institutional Setting" (John H. Yopp and Rhonda Vinson), which focuses on Southern Illinois University at Carbondale's international programs; (8) "A Voluntary Presentation of Standards for U.S. Institutions Offering Credit-Bearing Programs Abroad"; and (9) "Postlude: University Education Enters a Fourth Dimension" (Philip J. Palin), which examines the globalization of higher education. Two appendixes provide lists of symposium participants and reference sources for international educational program standards. (MDM)

ED 407 908   HE 030 156

Finkin, Matthew W., Ed.
The Case for Tenure.
PUB DATE- 96
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; *College Faculty; Colleges; Court Litigation; Dismissal (Personnel); Educational Attitudes; Higher Education; Retirement; *Tenure; Tenured Faculty; Universities
IDENTIFIERS- Bennington College VT; Rollins College FL; San Diego State University CA; University of Puerto Rico

This collection of excerpts from essays, reports, judicial decisions, and the professional literature presents a survey of the issues concerning tenure in higher education and advances the case for retaining tenure as a means to guarantee academic freedom. Individual chapters include excerpts and commentary on the meaning of tenure, focusing on events at Rollins College in Florida in the 1930s and Bennington College in Vermont in the 1990s; the probationary period and sex discrimination; dismissal and due process in regard to tenured faculty, focusing on the case, "King versus University of Minnesota"; the economics of tenure; tenure and resource allocation, focusing on events at San Diego State University in California in the 1990s and the University of Puerto Rico in the 1970s; tenure and mandatory retirement; evaluation of tenured faculty; and recent criticisms of the tenure system. A bibliographical essay is included. (MDM)

ED 407 909   HE 030 157

Tierney, William G.; Bensimon, Estela Mara
Promotion and Tenure: Community and Socialization in Academe.

(ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 4p.; For 1997 Update Part I, see IR 018 317. For 1996 Updates, see ED 391 460 (Part I), and ED 391 461 (Part II).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; Discussion Groups; Educational Resources; Educational Technology; *Electronic Mail; Elementary Secondary Education; Information Dissemination; *Information Sources; *Internet; Online Systems; *Reference Services
IDENTIFIERS- AskERIC; ERIC Digests; *Listservs; Question Answering Systems; *USENET

As K-12 schools connect to the Internet, a new method of communication opens up to educators and students. This updated digest describes some sample services and resources that are available to the K-12 community by electronic mail over the Internet. Information services and resources covered include: question answering services; listservs (automated programs that serve as distribution centers for electronic mail messages); and newsgroups available through Usenet, a discussion forum on an electronic bulletin board system. (Contains 10 references.) (SWC)

ED 407 929 IR 018 330

Blanchette, Judith
The Culture of Computer Technology in Education and Research: A Canadian Perspective.
PUB DATE- Jun 96
NOTE- 8p.; Paper presented at the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA) (26th, Leeds, England, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Bias; *Computer Mediated Communication; Computer Software; Critical Thinking; Cultural Influences; *Cultural Maintenance; *Cultural Pluralism; English; Foreign Countries; French; Information Industry; Information Policy; *Internet; Language Attitudes; Language Minorities; *Language Role; Social Influences; Technological Advancement; Telecommunications
IDENTIFIERS- *Canada; United States

Canadians find it necessary to both define and defend their cultural identity partly because their historic, geographic, and political differences from the United States are frequently overshadowed by the many characteristics the two countries share: a continent, a very high standard of living, a language, and a popular culture as presented through the media. With the advent of computer technology, cultural erosion by U.S. publishing, broadcasting, and entertainment has again become a threat to Canadians. Canadians have been "early adopters" of communications technology; Canada is a very large country with a sparse population and many isolated communities, and electronic communication has allowed residents to circumvent the need to rely on more traditional means of communication. Legislators have been proactive in technology issues but have

ED 407 946 IR 056 382

Bleiweis, Maxine

Helping Business--The Library's Role in Community Economic Development: A How-To-Do-It Manual for Public Librarians. How-To- Do-It Manuals for Librarians. Number 73.

PUB DATE- 97

NOTE- 149p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Business Administration; Community Development; *Economic Development; Focus Groups; Library Personnel; Library Planning; *Library Services; Marketing; Needs Assessment; Private Sector; *Public Libraries; Research Tools; *Resource Materials; *User Needs (Information)

IDENTIFIERS- *Business Information; *Business Research; How To Books

Public libraries are often a vastly underused resource for businesses and business people. This book shows librarians how to aggressively pursue businesses until they turn naturally to libraries for their information needs. The book provides a step-by-step process which teaches librarians how to identify the information needs of businesses, respond to those needs through improvements in the way information is made available, and then actively market library services in the business community. The book consists of 8 chapters: (1) Getting Ready To Serve the Business Community; (2) Becoming Aware of the Business Community's Needs; (3) Assessing Resources; (4) Training Library Staff to Work With the Business Community; (5) Getting Your Foot in the Door; (6) What Specific Services Can My Library Provide?; (7) Marketing; and (8) Results. Appendices include: components of a business plan; organizing focus groups at a reasonable cost; a sample strategic plan for serving the business community formulated by the Gwinnett-Forsyth Regional Library in Georgia; "Guidelines for Medical, Legal, and Business Responses at General Reference Desks" (Standards and Guidelines Committee, Reference and Adult Services Division, American Library Association); and a glossary of terms. (Contains 31 references.) (SWC)

ED 407 947 IR 056 383

Nebraska Public Library Profile. 1994-1995 Statistical Data.

PUB DATE- Nov 96

NOTE- 113p.; A copy of the statistical file is available on diskette by contacting the Public Library Development Coordinator.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Internet; Library Acquisition; Library Automation; Library Circulation; Library Collection Development; *Library Expenditures; Library Funding; Library Materials; Library Personnel; Library Services; *Library Statistics; *Public Libraries; Public Support; *State Surveys; Tables (Data); *Users (Information)

IDENTIFIERS- Library Operations; *Nebraska

This summary of Nebraska Library statistics for the 1994-1995

PUB DATE- 96
NOTE- 186p.; For related documents, see CE 073 898-899.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Agricultural Engineering; *Agronomy; *Animal Husbandry; Behavioral Objectives; Career Exploration; Careers; *Conservation (Environment); Ecology; Grade 7; Hands On Science; *Individual Development; Instructional Materials; Junior High Schools; *Laboratory Procedures; Learning Activities; Middle Schools; Natural Resources; Research Projects; *Science Curriculum; State Curriculum Guides; Student Evaluation; Teaching Guides
IDENTIFIERS- *Agricultural Sciences; Middle School Students; Virginia

Designed to supplement the Agriscience Education for the Middle School curriculum guide, this instructional packet provides lessons to enable agriscience teachers to bring basic science concepts into the classroom through practical, hands-on activities and experiments. The course is designed to assist seventh-grade students in exploring science as it relates to agriculture. It is divided into eight duty areas: becoming oriented to agriscience exploration, recognizing the importance of agriculture/agriscience, conserving natural resources, exploring research in agriculture, exploring plant science, exploring animal science, introducing basic laboratory skills, and encouraging personal development. An introductory sheet to each duty area lists competencies/tasks, two to nine lessons, and evaluation. Each lesson consists of any or all of these components: student objective; references; equipment, supplies, materials; presentation (introduction, motivation, discussion with questions and answers, other activities, conclusion, and evaluation); evaluation (test) with answer key; and handouts and worksheets. Equipment lists are appended. (YLB)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Corporate Support; Demonstration Programs; *Education Work Relationship; Experiential Learning; Labor Force Development; *Mentors; On the Job Training; *Partnerships in Education; *Professional Development; *School Business Relationship; Secondary Education; Vocational Education

This bulletin highlights strategies to enhance professional development for employers and enable employers to develop structured work-based learning opportunities for employees. The first section highlights these strategies: ensuring top-level support; providing assistance in developing structured work-based learning opportunities; training worksite supervisors and mentors; creating peer learning and information networks; building school-to-work into an employer's professional development program; and facilitating employer involvement in school-based activities. The second section describes one effective practice: the BellSouth Corporation's Worksite Mentor Communication Skills Workshop that provides mentors with communication techniques to train and coach students successfully. The bulletin then lists seven organizations that can provide further information on the topic. Brief summaries describe the organizations' focus and activities. Seven resource publications are also listed. (YLB)

Education; Flexible Facilities; Marketing; School Buildings; School Expansion; School Safety; School Space; Schools; Secondary Education; Space Utilization; Technology Education; Trade and Industrial Education; *Vocational Education; *Workplace Literacy
IDENTIFIERS- *North Carolina

This publication, a supplement to the "North Carolina Public Schools Facilities Guidelines," describes work force development education programs and facilities. It is intended as a resource that can assist design professionals in planning facilities that meet the evolving needs of public schools in the state. The first part of the guide provides general information on facilities design, including the following: background and overview; work force development education; using the guidelines; facility design; flexibility and expandability; work force development education spaces such as classrooms, laboratories, teacher work stations, storage areas, and outdoor spaces; shared spaces; space location; lighting; electricity; and security and safety. The second section of the guide provides program-specific information for facilities for the following courses: agricultural education, business education, career development, family and consumer sciences education, health occupations education, marketing education, technology education, and trade and industrial education. The last section lists seven resources. (KC)

faculty assessment program, establish a program to keep faculty apprised of university developments/policy changes; and standardize all procedures to ensure an error-free and seamless interface with each faculty member on an equal basis. (MN)

ED 407 562 CE 073 995

Oliver, Carol; Wills, Gordon
Embracing the Internet. DETC Occasional Paper Number 14.
PUB DATE- Mar 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Education; *Computer Uses in Education; *Delivery Systems; *Distance Education; Educational Practices; Foreign Countries; Higher Education; *Internet; *Program Development; Teacher Student Relationship; *World Wide Web
IDENTIFIERS- *International Management Centres (England)

Since November 1995, all programs/processes of the business school of the International Management Centres (IMC) of Buckingham, England, have been conducted through the Internet. As in other distance education programs, students join the IMC program from any country in the world. Programs are always delivered to "sets" of 8-16 people who meet, pace their studies together, and are encouraged to critique one another's assignments before they are submitted for evaluation. IMC's website functions as the following: active site for all necessary courseware and administrative procedures used at IMC; interactive destination for all associates, faculty, and graduates of IMC; linkage to the body of knowledge needed by associates to complete their studies; and news and information service. By largely replacing use of the telephone with electronic mail, IMC has reduced its operating costs considerably. Using the Internet has reduced IMC's costs of delivering courseware globally by well over 50% and has given associates the capability of "on-demand" printing. IMC's Internet program has experienced only a few minor snags: students must be computer literate, delays and blockages sometimes occur, and maintaining an up-to-date and interesting website is a labor-intensive process. (Eight sample pages from IMC's website are included.) (MN)

involvement of representatives from the various stakeholder communities and the potential for sustaining the efforts of the pilot programs. Data were gathered through structured conversations with staff and committee members of nine national skill standards pilots. Some of the findings are as follows: (1) industry is the recognized leader in determining the standards; (2) it takes time to gain acceptance and use of the standards in industry and education; (3) project consortia varied in size and structure--the most successful ones had an overall governing committee and technical subcommittees; (4) curriculum materials for use in education institutions were a major focus for most pilots; (5) standards in some form were being developed by all of the projects; and (6) none of the projects would have taken place without federal seed money, and few of the projects were able to be self-sustaining. The report provides project-specific lessons for the following fields: air conditioning, heating, and refrigeration; chemical process industries; computer-aided drafting and design; electronics; electronics industries; heavy highway, construction, and environmental remediation; hospitality and tourism; human services; and metalworking. Attachments include questionnaires for project staff and committee members. (KC)

DESCRIPTORS- Access to Education; *Adult Education; Continuing Education; *Extension Education; *Newsletters; Outreach Programs; Program Effectiveness; Rural Education; Urban Education

IDENTIFIERS- *Alabama (Barbour County)

A number of procedures were used to evaluate the effectiveness of the "Helping Hand," a free monthly newsletter published by the Barbour County (Alabama) Extension Service, with a circulation of 1,000. Seven criteria were established using related literature and advice from extension service professionals. A questionnaire and a cover letter were developed and validated by a formative committee, field-tested for readability, and mailed to 100 of the newsletter's recipients. After telephone follow-up, 61 responses were collected. The results revealed that 95 percent of the clientele read almost all of the newsletter, 61 percent would be disappointed if the newsletter failed to arrive, and 33 percent would notice its absence. Most respondents indicated that they always found the newsletter useful, reliable, and timely. The also indicated that the newsletter was easy to understand, and 80 percent would like to receive it monthly. The study concluded that the newsletter is an effective method of reaching individuals who do not have time to take courses, attend meetings, or read books. A follow-up survey was recommended. (The report contains 18 references and 5 appendixes that include the criteria of the survey, the formative committee, the questionnaire, the cover letter, and a copy of the newsletter.) (KC)

(Scholastic); Higher Education; Self Efficacy; *Student Behavior; *Student Motivation

Although college faculty often complain about class attendance, little data are available on why students miss classes and especially why absences are more common late in the semester. To explore this phenomenon, students' abilities to persevere in an academic setting and relate that to their actual attendance and performance in a college class were examined. Whether or not this type of motivation is intrinsic to the individual and her/his self-concept, or is it more situation specific was also explored. Students (N=140) in undergraduate college courses completed a questionnaire about academic perseverance and self-efficacy. Their responses were correlated with both attendance and performance in these classes. Analysis of the data indicated a significant correlation between class attendance and final grade in the course. Correlations among academic perseverance, self-efficacy, class attendance, and course grades were all fairly low. The low correlations could have been affected by range restrictions (in higher level courses there is typically little variation in either grades or attendance behavior). Since motivation may be a multiplicative relationship between self-efficacy and value, students may only be motivated if they feel competent to complete a task successfully. Suggestions for future studies are offered. The Academic Perseverance questionnaire is included. Contains 13 references. (RJM) more conflict, less cohesion, and less organization than both the late starters and the control group subjects. Both the emotionally disturbed and the late starters had more expression of anger within the family than did the control families. There appears to be a significant relationship between the male adolescent and his father. It is recommended that intervention strategies for disruptive adolescent students need to take into account family variables and that paternal anger be given strong consideration. Implications for future research are discussed. Contains 11 references. (RJM)

ED 407 638   CG 027 726

Perez, Lissette M.
Children Coping with Chronic Illness.
PUB DATE- 23 Jan 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Childhood Attitudes; Children; *Chronic Illness; *Coping; Elementary Secondary Education; Family Environment; Literature Reviews; Mother Attitudes; *Parent Attitudes; Parent Child Relationship; Parent Influence
IDENTIFIERS- Childrens Responses

Children who live with chronic illness are confronted with challenges that frequently force them to cope in myriad ways. The ways in which children face chronic illness are summarized in this literature review. Also covered, are how the effects of family can influence coping strategies and how family members, especially parents, cope with their child's illness. Between 10 and 20 percent of children in the United States suffer from a chronic disease, such as asthma, congenital heart disease, and sickle cell disease. The literature indicates that children cope differentially at different developmental stages, with coping skills becoming more complex and more numerous as children age. Thu emphasis of coping strategies also changed with age. Older children tend to focus more on disease-related problems whereas younger children concentrate on pain-related problems. Family interactional patterns and mothers' health locus of control beliefs also influence the coping strategies of children, as do the child's gender, cognitive development, and stage of illness. Families benefit from outside support in which their needs are assessed and then addressed. Limitations of the studies are explored, and a summary of how a professional can enhance the coping skills of this population is given. Contains 22 references. (RJM)

PUB DATE- 14 Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the International Listening Association (16th, Sacramento, CA, March 14-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Instructional Effectiveness; Instructional Innovation; *Listening; Listening Habits; *Listening Skills; *Research Needs
IDENTIFIERS- Listening Research; *Research Suggestions

Effectiveness in teaching and learning depends primarily on listening. Curriculum studies reveal that inclusion of listening as a subject to be taught is rare. While listening may be included as a unit within elementary or secondary classrooms, no specific instruction can be confirmed. The vast majority of America's college students can and do graduate without any listening training. Research about listening remains a minuscule portion of the research produced in the United States. Current research on listening, especially listening in the classroom, reveals a sense of idiosyncrasy: topics appear determined almost by chance. Teachers need to be trained in how to listen as well as in how to teach listening. While listening is an essential factor in classroom learning, few studies have examined that skill. In spite of the general lack of concern for classroom listening, efforts are being made to identify competencies of listening. The need and opportunity to study listening in the classroom are great. Possible research and instructional projects include: (1) demonstrate that students can be taught to listen effectively and that instruction will significantly improve instruction; (2) show that poor listening is a major cause in the exit of students prior to completing their programs; (3) prove that students who get better grades are not smarter--they listen better; (4) develop techniques and strategies for assessing student listening; (5) develop listening as a creative and critical part of thinking; and (6) clarify the role of listening in project learning or team projects. (Contains 82 references.) (RS)

Students; High Schools; *Hispanic Americans; Literacy; Political Power; Spanish Speaking; *Student Empowerment; *Student Needs; *Writing (Composition)
IDENTIFIERS- Democratic Communication; Educational Issues; Hispanic American Students; Michigan

A project called the "Tesosros" (Treasures) Literacy Project matched six Spanish-speaking ESL (English as a Second Language) students, working collaboratively, with an equal number of "at risk" Anglo counterparts from a regular section of grade 11 American Literature at a high school in southeast Michigan. Students came together to read Spanish and English language texts, translate those texts, write in response to their own and each others' stories, and assist each other in revising and editing their work. In this project students created a public within a single classroom but, on a broader scale, changes at the school on the levels of curriculum, textbook choice, and funding for bilingual programs depended on decisions that needed to be made in "publics" understood in the broader sense of the entire school and its surrounding community. A way to motivate people to participate in democratic publics should be found, but changing the institutions that contribute to public problems, such as the 70% dropout rate of Mexican immigrants, will require political power exercised shrewdly. (CR)

Voices of the Nineties--A Selective, Annotated Bibliography of Journal Articles, Special Issues, and Books" (Katherine M. Dahl); "Films and Videos for the Multicultural Classroom" (Janice R. Welsch). (RS)

ED 407 698 EA 028 067

Measures To Combat Failure at School: A Challenge for the Construction of Europe.
PUB DATE- 94
NOTE- 161p.; Full version of ED 354 618.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; *Access to Education; Economic Factors; Economic Impact; *Educational Assessment; *Educationally Disadvantaged; Elementary Secondary Education; Employment Patterns; Foreign Countries; Sociocultural Patterns; Socioeconomic Influences; *Student Evaluation
IDENTIFIERS- *European Community

In 1989 the Education Ministers of the European Community passed a resolution to combat school failure. This document was prepared by EURYDICE, the information network formed by the Council on European Communities and the Ministers of Education. The document describes the overall situation in which school failure arises in the various education systems in the European Community (EC). The introduction describes the major consequence of failure at school--social exclusion. Part 1 describes the persistence and seriousness of failure at school and discusses assessment procedures used in the education systems of the EC member states. Part 2 provides an overview of the research and theories on causes of educational failure. Part 3 describes actions taken in response to failure at school, including specific measures implemented in the Member States of the European Community. Information sheets describing the education systems of the 12 member states, 7 tables, and 3 graphs are included. Appendices contain a copy of the 1989 resolution and articles 126 and 127 of the Treaty of Maastricht. (LMI)

state-level education policy was not as partisan as might be expected; (3) when standards development was slowed, it was often due to difficulties in achieving professional and/or public consensus over the nature and design of particular standards; (4) the nature of the standards altered considerably since the reforms first began; (5) state policymakers defined their standards broadly, while district administrators and teachers often wanted more guidance and support; (6) many districts attempted to match or exceed state initiatives in instructional guidance; (7) state governments were the only source of ideas for standards-based reform at the local level; (8) the expanded array of actors raises concern about the coherence of the messages that local officials receive about good practice; (9) policymakers have begun to address questions about organizational capacity, although their steps have been incremental; (10) states' efforts to address equity were, in general, fragmented or loosely connected to standards reforms; (11) state increases in revenues only kept pace with inflation at a time when local educational responsibilities and costs were growing; and (12) lack of public support and understanding of standards-based reform remained major obstacles to the stability of standards. Seven tables are included. (Contains 74 references.) (LMI) study that explored three headteachers' perceptions of leadership in English and Welsh primary schools. Data were obtained through interviews, a staff questionnaire, observation, and document review. Findings indicate that through shared leadership, headteachers saw their role as creating an empowered community of educational leaders, each committed to practice and professional development. Leadership was practiced as a strategic alliance. Their new concepts of leadership included a new negotiation of their instructional leadership role in a time of increasing managerial imperative, leadership constructs based on a clear sense of "other" rather than a focus on oneself, and professional characteristics that contributed to the development of a team. The data suggest that the headteachers felt closely aligned with their enactment of leadership while also feeling separate from the role. They spoke of new alliances formed within and outside the school, and about how leadership was enacted and shaped in the context of other colleagues. Two figures are included. (Contains 76 references.) (LMI)

Effectiveness; *Language Impairments; Learning Strategies; Preschool Children; Preschool Education; Student Behavior; *Student Reaction; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Direct Instruction; Time Delay

This study compared the effects of two methods of presenting instructive feedback during direct instruction on the learning of four preschool students with language delays and one with hearing impairments. These methods involved presenting two extra stimuli on all trials, and presenting the two extra stimuli separately on alternating trails. The students were taught coin combinations using a constant time delay procedure with instructive feedback stimuli added to both praise and correction statements. An adapted alternating treatments design was used to evaluate the two methods of presenting instructive feedback and the students were assessed to determine the extent to which instructive feedback stimuli were learned. Findings indicate: (1) four out of the five students learned their target skills and some of the instructive feedback stimuli with the constant time delay and instructive feedback; (2) the percent of errors displayed by all subjects was higher than typically reported when the constant time delay was used with discrete responses and preschool children with disabilities; (3) no consistent differences in the effectiveness of the two presentation methods were noted; and (4) the students appeared to learn that the two stimuli presented during the feedback event were equivalent. (Contains 27 references.) (Author/CR)

practice, training about children with disabilities, coordination of services, knowledge of legislation concerning children with disabilities, knowledge of public programs, and training needs. Survey results indicated that most respondents were uninformed about Part H of the Individuals with Disabilities Education Act (IDEA) as well as other public programs which serve children with disabilities and their families. Respondents also reported a lack of training regarding children with disabilities. Although few respondents had heard of Part H of IDEA, they reported that they considered themselves as service coordinators for the children with disabilities in their practice. In addition, while most respondents accepted Medicaid patients, less than half of respondents reported that they performed Early Periodic Screening, Diagnosis, and Treatment (EPSDT) checkups which are mandated for children who are Medicaid eligible. Physicians recognized their need for information on public programs for children with disabilities in Connecticut. Tables and graphs detailing survey results are attached, and the survey form is appended. (Contains 15 references.) (DB)

found: (1) giftedness did not offer protection from the negative outcomes associated with ADHD, including failing to produce relative to expectations or starting and staying with assignments; (2) giftedness did confer specific benefits related to talent (free reading, mental mathematics, social skills, memory, creativity) and to liking specific subject areas; and (3) strong preferences for social stimulation for students with ADHD (with and without giftedness) and a lack of knowing how to achieve social and participation goals. Thus, markers for students with ADHD were found to be preferences for group learning, dislike of most homework, difficulties following directions, and difficulties persisting and getting stared in routines and in long-term projects. Recommendations are made for academic accommodations for children with ADHD. (Contains 24 references.) (CR)

ED 407 792   EC 305 551

Directory of Organizations.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; *Civil Rights; *Disabilities; Early Childhood Education; *Early Intervention; Electronic Mail; Elementary Secondary Education; Financial Support; Legal Problems; Minority Groups; Organizations (Groups); *Parent Associations; *Social Support Groups; *Special Education; Transitional Programs

This directory lists over 80 national organizations that provide information, services, and/or referrals to individuals in the disability field, including parents, special educators and general educators, early interventionists, administrators, related services personnel, persons with disabilities, and others. Addresses, telephone and fax numbers, e-mail addresses, and a short description of each organization's activities are provided to help readers identify which resources are best suited to their needs and concerns. The organizations are grouped according to their primary emphasis in the following categories: (1) general disability information; (2) organizations for families; (3) legal rights and information; (4) early intervention; (5) special education; (6) transition; (7) financial assistance and information; and (8) organizations addressing minority concerns. Because many of the organizations have more than one purpose, each section includes a list of relevant organizations that are listed in other areas of the directory. An index at the end of the directory lists the name of each organization and the page number where it is described. (CR)

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Cooperation; Delivery Systems; Early Intervention; Educational Environment; Educational Legislation; Elementary Secondary Education; *Environmental Influences; *Federal Regulation; Guidelines; Individualized Education Programs; Individualized Family Service Plans; Interprofessional Relationship; Intervention; Occupational Therapists; *Occupational Therapy; *Outcomes of Treatment; *Physical Disabilities; Transitional Programs

IDENTIFIERS- *Individuals with Disabilities Education Act

This handbook is designed to provide registered occupational therapists and certified occupational therapy assistants with guidance in serving children with disabilities and their families under the auspices of the Individuals with Disabilities Education Act (IDEA). The first chapter provides an overview of provisions in the Individuals with Disabilities Education Act and other laws relating to occupational therapy services for children with disabilities. The next chapters provide guidelines for addressing five major elements of occupational therapy service delivery: (1) continuum of services (includes information on the elements of transition, effect of continuum within early intervention and school system settings, and transitions that ensure continuity); (2) clients of services (addresses interactions with clients, client roles and responsibilities, and reimbursement systems); (3) context of intervention (reviews aspects of performance contexts, models of service delivery in the environmental context, and person-activity-environment fit); (4) collaboration (discusses components of collaboration and the collaborative process in service delivery); and (5) outcomes (including student-specific outcomes, development and documentation of the individualized family service plan and individualized education program outcomes, and program-specific outcomes). Each of these chapters reviews relevant terms and legislative considerations. Sample forms, resources, and professional policies are included in the appendices. (Each chapter contains references.) (CR)

Uberlegungen zu neuen Fremdsprachen-Lerntheorien und zum mediengestutzten Unterricht aus osteuropaischer Sicht (Thoughts on New Foreign Language Learning Theories and Media-Supported Instruction from an Eastern European Perspective).
PUB DATE- 94
NOTE- 11p.; Paper presented at the EUROCALL conference (1994).
LANGUAGE- German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Uses in Education; Foreign Countries; Language Processing; Learning Strategies; Linguistic Input; *Linguistic Theory; *Multimedia Materials; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Czech Republic

This paper discusses the increasing use of computers and multimedia since 1989 in the foreign language classroom in the Czech Republic. Three categories of questions are discussed: (1) questions about computer use in classrooms that were common in Germany 10 years ago; (2) questions about computer use in relation to new foreign language acquisition theories and more traditional foreign language instruction; and (3) issues about computer use unique to the economic conditions in the Czech Republic. Drawing upon widely-accepted cognitive theories of language acquisition, the paper recommends the use of computers in the foreign language classroom in combination with learning strategies to enhance and supplement input available to students and their subsequent processing of that input. (AP)

with limited production in German in most cases. The children's attitudes toward German and toward activities in German and with German speakers were generally positive. Basic instructional objectives were met and not compromised by bilingual instruction. Results were similar to those of comparable programs. Contains 29 references. The brief report is supplemented by substantial appended materials, including a program outline, the mandate for a bilingual education research group, a sociolinguistic survey of program participants, the three tests administered during the year, transcriptions of June language samples, the teachers' report, and evaluation data on each participating child. (MSE)

ED 407 849 FL 024 519

Sims, James M.
The Whorfian Hypothesis.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Chinese; Cultural Context; English; Foreign Countries; Grammar; Interpersonal Relationship; *Language Patterns; Language Research; *Language Role; *Linguistic Theory; North American Culture; *Sociocultural Patterns; Structural Analysis (Linguistics)
IDENTIFIERS- *Whorfian Hypothesis

The Whorfian Hypothesis, which states that the structure of one's language influences the understanding of reality, is examined in relation to the Chinese language and culture and to the English language and American culture. Examples supporting the Whorfian Hypothesis are offered in language relating to personal relationships. Research on the Hypothesis is reviewed briefly, and various interpretations are noted. It is concluded that while the Hypothesis in its stronger forms has been discredited, Whorf's work has opened linguistic theory to greater consideration of the relationship between language and thought. Contains 19 references. (MSE) with opportunities to experience forms of correction other than full editing, and to experience success not in grammatical perfection but in successful communication. Contains 15 references. (MSE)

ED 407 869 FL 024 555

King, Alan R.
Syntactic Typology and the Problem with Choosing One Analysis.
PUB DATE- 95
NOTE- 22p.; For serial publication in which this article appears, see FL 024 547.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *African Languages; Foreign Countries; Grammar; Language Research; *Language Typology; *Linguistic Theory; Research Methodology; *Sentence Structure; *Somali; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages

This study examines one analysis of Somali clause structure and syntactic typology, characterized as a radical departure, and finds in it considerable grammatical insight but also some problems. Another analysis is presented that retains both the advantages of the conventional view of the Somali sentence and the structural insights of the new analysis. Three alternative ways of viewing the Somali sentence are outlined: the conventional whole-clause approach; the "clause-plus-satellite" model that precipitated this discussion, and a third, "nucleate" analysis that recognizes both of the previous structures as applicable to the data. In development of this model, examples are drawn from a number of diverse languages, and the discussion treats these issues: realization of verbal agreement; behavior of focused constituents; case marking; and noun classes. Contains 31 references. (MSE)

Graduates expressed the highest levels of confidence in looking for and keeping a job, reading, and intercultural awareness while least confident about technological literacy, oral communication, information gathering and management, and writing. Other findings addressed differences between high and low ability students and between males and females. The survey instrument is appended. (Contains 35 references.) (Author/JLS)

ED 407 889 HE 030 134

Thaler, Michaela; And Others
Agency in Organisational Change.
PUB DATE- 25 Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Change Agents; Change Strategies; College Administration; *Educational Change; Empowerment; Foreign Countries; Higher Education; Information Technology; *Organizational Development; Preservice Teacher Education; Resistance to Change; School Restructuring
IDENTIFIERS- European Union; *Scotland

This paper reports on research conducted in Scotland as part of a 2-year European Union project, Management for Organisational and Human Development (MOHD), through which seven research centers in five countries examined strategies for whole organizational development. Work within the Scottish network of MOHD focused on the understanding of contributions that individual employees can make to the development of the whole organization. Using action research methodology, ongoing change projects in Scotland were analyzed with particular questions of change investigated by interviewing members of the organizations and reviewing internal memos and reports. At Stranraer Academy, the focus of change was on management style and factors that created either resistance or support for implementing change in teaching styles and curricula. At Glasgow University, a retrospective analysis was made of the Teaching with Independent Learning Technologies project process. At Strathclyde University, the project reviewed was about policy development for Information Technology in initial teacher training. It was confirmed that key features of change agency include formal empowerment, roles and relationships, normative values and attitudes, and a sense of agency. Findings supported the importance in any change process of a common understanding of the intended change. (Contains 16 references.) (JLS)

SUNY Series: Frontiers in Education.
PUB DATE- 96
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *College Faculty; Colleges; *Educational Attitudes; *Faculty Promotion; Higher Education; Racial Differences; Sex Differences; *Socialization; *Tenure; Tenured Faculty; Universities
IDENTIFIERS- *Faculty Attitudes; *Junior Faculty

This book examines faculty socialization at American colleges and universities and presents the results of a study on the effects of promotion and tenure on community and socialization in academe. It is based on a study of institutional socialization and faculty peer review carried out at 12 colleges and universities in the United States, involving interviews with 202 assistant professors, 54 department chairs and deans, and 14 provosts. The book first presents conservative, liberal humanist, and critical postmodern views of academe and the problems facing higher education institutions, and then examines the framework for promotion and tenure at various institutions. It delineates the struggles that junior faculty face in regard to the job interview, arrival on campus, formal and informal mentoring, teaching, research, service, and the tenure process. The book then goes on to examine the socialization experiences of women and members of various racial and ethnic groups. It concludes by offering suggestions for revamping the promotion and tenure process. Two appendixes provide demographic information on the institutions and individuals studied and a copy of the interview protocol. (Contains 63 references.) (MDM)

often treated technology as neutral and static, failing to take into account the cultural and social biases inherent in the English-centered software market and Internet community. Canada is officially multi-cultural, and has both French and English as official languages, numerous indigenous languages, plus the languages of new citizens. The need to use the English language has a strong impact on linguistic integrity on non-primary English-speaking peoples. It is essential to shift the focus from the skills needed to operate the technologies to developing the knowledge to become critical users. In the hands of such users technology is beginning to have considerable cultural benefits, in the form of electronic Francophone communities as well as processes which lower the cost of producing French-language textbooks, reading material in Native American languages, and linguistic software. Issues of information control and research and education are also discussed. (Contains 18 references.) (SWC/BEW) fiscal year is a compilation of data reported by 234 of the 256 public libraries in the state. The major urban libraries of Omaha and Lincoln serve 47% of the state population, while 75% of libraries in the state serve populations under 2,500. Even with limited resources, Nebraska libraries continue to meet the needs of their public. There has been a marked increase in automation in libraries. Internet access increased over 407% from 14 libraries having access in 1993-94 to 71 libraries having access in 1994-95. Statistics in this report include: general library information: income; operating expenditures and library materials; circulation and output measures; and summary of library statistics by population served. Graphs show: (1) accredited libraries by population served; (2) accredited libraries by system; (3) population served; (4) number of reporting libraries; (5) average per capita by population; (6) total local tax funds; (7) total income; (8) library staff; (9) operating and capital expenditures; (10) materials added to the collection; (11) total operating expenditures by system; (12) total operating expenditures by population served; (13) interlibrary loans; (14) circulation; (15) Internet access; and (16) library materials owned. Indices are provided of libraries by city/village and libraries by population served. (Author/SWC)

ED 407 948 IR 056 384

Mississippi Library Commission Data Network Specifications.
SPONS. AGENCY- Mississippi Library Commission, Jackson.
PUB DATE- 10 Jun 96
NOTE- 125p.; Cover title: "Statewide Data Networking Plan for Public Libraries. Submitted to Mississippi Library Commission." Network diagrams may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Networks; *Computer System Design; Cost Estimates; Design Requirements; Integrated Library Systems; Library Automation; Library Expenditures; *Library Networks; Library Planning; Online Catalogs; *Public Libraries; Shared Library Resources; Specifications; State Agencies; *Statewide Planning; Technological Advancement; Telecommunications
IDENTIFIERS- Connectivity; Equipment Needs; Mississippi; *Mississippi Library Commission; Network Architecture; Network Management; *Network Models; Technology Plans

This document provides a detailed design for the data portion of the Mississippi Library Commission (MLC) public library network. The data network is based on Frame Relay technology, and would provide more functionality at a higher speed than a previously considered dial-in network could. The document is divided into 16 sections: (1) Introduction; (2) Current Environment; (3) Desired Functionality; (4) Network Overview/Cost Summary; (5) Hardware Requirements; (6) Software Requirements; (7) Network Requirements at MLC; (8) Network Topology Options; (9) Equipment at the Endpoints; (10) Personnel Issues; (11) Training Issues; (12) Network Deployment Issues; (13) Network Support Issues; (14) Security and Firewalls; (15) Next Steps; and (16) Attachments. Attachments include a library-by-library breakdown of the proposed network used to determine overall estimated costs for telecommunications lines and library equipment; public and private device IP (Internet Protocol) and WAN (wide area network) addressing charts; router configurations; MLC computer survey and results; diagrams and charts of network connectivity options with cost information; and MLC CD-ROM tower specifications. (SWC)

ED 407 949 IR 056 390

Oklahoma Library Trustee Handbook, 1996.
PUB DATE- 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Governing Boards; Intellectual Freedom; Legal Responsibility; *Library Administration; Library Development; Library Directors; Library Expenditures; Library Facilities; Library Funding; Library Materials; Library Planning; Library Policy; Library Role; Library Services; Operating Expenses; *Public Libraries; *Trustees

ED 407 966 JC 970 294

Kasai, Susumu
Understanding Japanese Cultural Code Words. Asian Studies Module.
PUB DATE- 97
NOTE- 34p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Asian Studies; Community Colleges; *Course Content; Cross Cultural Studies; Curriculum Guides; Foreign Countries; *Intercultural Communication; Introductory Courses; *Japanese Culture; Learning Modules; *Second Language Instruction; Two Year Colleges
IDENTIFIERS- *Japan

This curriculum outline introduces the components of a Japanese language and culture course which includes a module on understanding Japanese cultural code words. First, the syllabus for the introductory course to Japanese language and culture is presented, highlighting the course objectives, texts, criteria for grading, assignments, and expectations. Next, the course schedule is provided, followed by the course outline listing the different lessons for the language portion and the different cultural topics. The outline also includes an evaluation survey for students, course material, a list of Japanese films, a pre-test evaluation with answers, a Japanese educational system hierarchy chart, a description of the structure of the Japanese educational system, a list of the course materials on reserve and available for checkout in the library, and a copy of the spring class schedule course description and offering. Finally, the module on understanding cultural code words is presented, highlighting notes from the introductory Japanese language and culture course, approximate time needed for instruction, overview of the course, objectives, material used for instruction, and an evaluation activity. (TGI)

ED 407 967 JC 970 295

Outs, JoAnn
French Polynesia. Asian Studies Module.
PUB DATE- 97
NOTE- 17p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; *Colonialism; Community Colleges; *Course Content; Cross Cultural Studies; Curriculum Guides; Foreign Countries; Foreign Culture; French; Land Settlement; Learning Modules; Two Year Colleges
IDENTIFIERS- *French Culture; *Polynesia

This curriculum outline presents the components of an introductory course to French culture which focuses on the colonization of French Polynesia. First, the general goals and student objectives for the course, which focuses on different historical periods of French Polynesia, are discussed. Next, the pre-test to determine students knowledge of French Polynesia is presented; an introduction to the Asian Studies

ED 407 985 JC 970 325

Finlay, Finola
Block Transfer: Issues and Options. British Columbia Council on Admissions & Transfer Discussion Paper.
PUB DATE- Apr 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *College Planning; Community Colleges; Core Curriculum; Foreign Countries; Institutional Cooperation; Models; Policy Formation; Program Development; State Programs; *Statewide Planning; *Transfer Programs; Two Year Colleges
IDENTIFIERS- British Columbia

In fall 1996, the British Columbia Ministry of Education, Skills and Training released a strategic plan calling for the development of block transfer agreements between institutions to eliminate the time-consuming process of course-by-course credit assessment. Currently, institutions conduct independent evaluations of elements of an incoming transcript and establish their own requirements and regulations. As of 1996-97, however, there were 155 block transfer agreements in the province, with the majority of these between two-year diploma programs in career areas and professional degrees. Such agreements are rare in academic programs, due in part to the well-established tradition of course-by-course arrangements, the varying number of credits with which academic students transfer, and the lack of common elements for all province degrees. The following models exist, however, for extending block transfer to academic programs, based primarily on the experiences of community colleges in the United States: (1) system-wide transfer arrangements; (2) a general education core curriculum and/or a first-year transfer program of 30 credits; (3) a standardized pre-major curriculum; (4) a flexible pre-major program to allow for innovation and diversity; (5) the learning outcomes model, in which transferability is determined by an assessment of student learning; and (6) the descriptive pathways model, in which clearly-defined grids are prepared of all recommended or acceptable courses. (BCY)

ED 407 986 JC 970 326

Beachler, Judith; La, Minh
A Demographic and Student Outcomes Profile of AFDC Students Enrolled in Los Rios Colleges: Fall 1996.
PUB DATE- Mar 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Enrollment; Grade Point Average; *Immigrants; *Outcomes of Education; School Demography; *Student Characteristics; Success; Tables (Data); *Two Year College Students; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; *Los Rios Community College District CA

The four reports collected in this document describe the characteristics and academic outcomes of the Aid to Families with Dependent Children (AFDC) recipients attending

ED 408 004 JC 970 353

Andrews, Hans A.
TQM and Faculty Evaluation: Ever the Twain Shall Meet? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; Community Colleges; Evaluation Criteria; *Evaluation Methods; Program Development; *Teacher Evaluation; *Teacher Improvement; *Total Quality Management; Two Year Colleges
IDENTIFIERS- *Cross Angelo Classroom Assessment Model; ERIC Digests; *Locate Establish Assess Research Nominate Model

Although Total Quality Management (TQM) has been adopted at a number of community colleges in the areas of financial aid, admissions and registration, and staff performance, its use is almost non-existent in the evaluation of classroom teaching. Barriers to its application to the classroom include faculty resistance to the idea of students as customers and to interference in their disciplines, threats to academic freedom, and the costs of training. Initiatives that have been developed for introducing TQM in the classroom include Angelo and Cross' classroom assessment techniques (CATs), designed for use by faculty members to evaluate the quality of their teaching, and the Locate-Establish-Assess-Research-Nominate (LEARN) model, which uses student quality teams to identify opportunities for improving learning. For TQM to become functional in the classroom, it is important that administrators facilitating the process recognize, reward, and reinforce faculty performance in the classroom. Some administrators have chosen to root evaluations in a developmental framework that eliminates fear and surprises and expands communication. Finally, administrators must ensure that faculty evaluation is based on objectives and goals commensurate with TQM principles. Contains 13 references. (BCY)

ED 408 005 JC 970 355

Mery, Pamela M.
Creating Opportunities: Using Information Technology in Education. Report 971-02.
PUB DATE- Apr 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Computer Networks; *Computer Uses in Education; Distance Education; Educational Objectives; *Educational Planning; *Educational Technology; Faculty; Financial Support; Mission Statements; Services; *Student Attitudes; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *San Francisco Community College District CA

This plan for the Community College of San Francisco (CCSF) documents the steps necessary to foster the appropriate use of current and emerging information technologies to systematically integrate educational technology into the curriculum and into

ED 408 022 PS 025 317

Davis, Laura; Keyser, Janis
Becoming the Parent You Want To Be: A Sourcebook of Strategies for the First Five Years.
PUB DATE- 97
NOTE- 426p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Development; *Child Rearing; Childhood Needs; Discipline; Emotional Development; *Family Relationship; Infants; Observation; *Parent Attitudes; *Parent Child Relationship; *Parenting Skills; *Parents; Personality Development; Physical Development; Play; Preschool Children; Sibling Relationship; Socialization; Toddlers; Values
IDENTIFIERS- *Nurturance; Parenting Styles; Toilet Training

Parenting is a journey, in which the parent grows and develops along with the child. Effective parents are competent, motivated learners who actively participate in the development of their parenting philosophy. By understanding themselves as individuals and as a team, and by patiently learning about their children through observing their behavior, parents can become much more effective. Noting how parents' own upbringing affects the complex dynamics of parenting, this sourcebook provides parents with the building blocks they need to discover their own parenting philosophy and develop effective parenting strategies. The first section of the book provides a framework for parenting based on nine principles, which include developing a vision for your family, learning about children, learning to trust struggle and disequilibrium, and teaching children to feel safe, strong, and good about their world. The remaining sections of the book explore the following characteristics of child development and parenting: (1) children's feelings, including responding to crying and tantrums and separation anxiety; (2) children's bodies, including sleeping, eating, toileting, and physical development; (3) dealing with difficult behavior, including moving beyond punishment and negotiating conflicts between parent and child; (4) social learning and play, including cooperation and conflict, sharing, and gender roles; and (5) family relationships, including parenting with a partner and building strong sibling relationships.(EAJ)

ED 408 023 PS 025 324

Ertmer, Peggy A.; Schunk, Dale H.
Self-Regulation during Computer Skills Learning: The Influence of Goals and Self-Evaluation.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Competence; *Computer Literacy; Computers; Higher Education; Learning Processes; Outcomes of Education; *Performance Factors; *Self Efficacy; *Self Evaluation (Individuals); Self Motivation; Skill Development

ED 408 041 PS 025 425

Kaplan, Tom; And Others
WisKids Count Data Book, 1997: A Portrait of Child Health in Wisconsin. Book 4.
PUB DATE- Mar 97
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Welfare; *Children; Counties; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; *Economically Disadvantaged; Health Care Costs; Health Services; Infants; Mortality Rate; One Parent Family; Poverty; *Social Indicators; Socioeconomic Status; State Surveys; Statistical Surveys; Substance Abuse; Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Health Care Reform; *Indicators; Medicaid; Out of Home Care; *Wisconsin

This Kids Count data book examines statewide trends in the well-being of Wisconsin's children, focusing specifically on child health. The book provides a baseline on child health at the point of elimination of the Aid to Families with Dependent children program and the adoption of Wisconsin Works (W-2) program. The statistical portrait is based on nine general areas: (1) births; (2) county data; (3) public schools; (4) health care resources; (5) hospitals; (6) health conditions; (7) health care services; (8) Medicaid health care services; and (9) health care payment sources. Indicator one examines births to single and teenage mothers as well as prenatal care. Indicator two examines juvenile arrests, child care, out of home placements, and child abuse and neglect. Indicator three examines scholastic achievement, dropouts, and instructional costs. Indicator four examines availability of physicians. Indicator five examines healthcare facilities. Indicator six examines low birthweight, substance abuse, infant and child mortality, sexually transmitted diseases, divorce, immunization, and abortion. Indicator seven examines disadvantaged child programs and childhood hospitalizations. Indicator eight examines use of Medicaid. The final indicator examines preventable hospitalizations and healthcare funding. The report ends with summaries of child and health data by county, and county social and health indicators. (SD)

ED 408 042 PS 025 431

Kids Count in Nebraska 1996 Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Jan 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Dropout Rate; Early Parenthood; Elementary Secondary Education; Infants; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Preschool Education; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being

ED 408 059 PS 025 461

Davies, Margaret
The Teacher's Role in Outdoor Play: Preschool Teachers' Beliefs and Practices.
PUB DATE- 97
NOTE- 12p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Foreign Countries; *Outdoor Activities; *Play; Preschool Education; *Preschool Teachers; *Teacher Attitudes; Teacher Behavior; *Teacher Role; Teaching Methods
IDENTIFIERS- Australia; Play Learning

Research has shown that teacher involvement can stimulate and enrich children's play, with positive developmental consequences. This study examined teachers' thinking and practices in relation to the role of the teacher in children's outdoor play. Data were collected from eight preschools through teacher interviews and observations of children's outdoor play. Results revealed that teachers have a distinct and shared belief that, while children should be carefully supervised, they should have the freedom to engage in activities of their own choice, without unnecessary intervention from teachers. Teachers predominantly perceived their role in terms of setting the stage for play, observing and monitoring events, and intervening or redirecting only when children's behavior was considered inappropriate. This view of minimal intervention by teachers was consistent with their beliefs about children as learners and about the purpose and value of outdoor play in the early childhood curriculum. Observations of children's outdoor play supported teachers' reports of their beliefs about their role outdoors. (Contains 52 references.) (EV)

ED 408 060 PS 025 462

Dockett, Sue; Degotardi, Sheila
Some Implications of Popularity at Age Four.
PUB DATE- 97
NOTE- 12p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; *Cognitive Development; Foreign Countries; Interpersonal Competence; Peer Relationship; *Popularity; Preschool Children; Preschool Education; Social Cognition; Social Development
IDENTIFIERS- Australia; Likability; *Theory of Mind

Recently, within the field of early childhood education, there has been an increasing emphasis on the role of social construction of knowledge and on the inter-relatedness of aspects of social and cognitive development. This study investigated a proposed relationship between young children's popularity status among peers and a representational theory of mind. Twenty-four 5-year-olds participated in a series of sociometric interviews in which they were asked to rate their peers according to whether they "liked to play with them a lot," "liked to play with them sometimes," or "didn't like to play with them." These ratings were used to generate an overall likability measure, which was then compared with a measure of

ED 408 078 PS 025 480

Lennon, Lori; And Others
An Evaluation of Informal Parent Support Groups.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Rearing; Corporal Punishment; Discipline; Parent Attitudes; Parent Child Relationship; *Parent Education; Parenting Skills; *Parents; *Program Evaluation; *Social Support Groups
IDENTIFIERS- Networks (Persons); Parent Needs; Permissiveness

This study examined the effects of an informal parental support network on parents' perceptions of child behavior, discipline style, and satisfaction in parenting. The parent support group consisted of 38 parents (mostly mothers) who met regularly and had an opportunity to discuss parenting concerns and compare experiences with their children; however, the primary purpose of these meetings was not explicit provision of parental support. The control group of 37 parents (mostly mothers) did not participate in any formal parent education programs and were not affiliated with one another. It was hypothesized that regular informal supportive contact among parents of children of similar ages would have a positive effect on perception of children's problems, discipline style, and parenting satisfaction. Twice over a 5-week period, participants anonymously completed the Eyberg Child Behavior Inventory, the Cleminshaw-Guidubaldi Parent Satisfaction Scale, and the project-created Parenting Self Appraisal Scale and Daily Behavioral Responses. The findings indicated that parents in informal support networks were not significantly different from control parents on most pretest and posttest measures of their perceptions of their children's problems, parent satisfaction, and disciplinary strategies. However, the informal support network members perceived their parenting as more permissive than control group parents on the posttest. Almost all parents were moderately confident in their parenting abilities and all valued firm limit setting. The majority did not believe that parents' admission of mistakes scared or confused children. About 20 percent believed that spanking could increase children's respect for parents. (Author/KDFB)

ED 408 079 PS 025 481

Hasenauer, Susan; Herrmann, Margo
Improving Student Behavior.
PUB DATE- May 96
NOTE- 75p.; Master's Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Child Behavior; Classroom Environment; Cooperative Learning; Empathy; Friendship; *Interpersonal Competence; Intervention; Primary Education; Program Descriptions; Program Evaluation; Self Esteem; *Skill Development; *Student Behavior

This project involved a program for improving student behavior. The targeted population consisted of second and third grade students in a rural community located west of Chicago,

ED 408 096 PS 025 530

Allen, Sharon M.; And Others
Successful Methods for Increasing and Improving Parent and Child Interactions.
PUB DATE- May 97
NOTE- 36p.; Paper presented at the Annual National Head Start Association Training Conference (24th, Boston, MA, May 25-31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Early Childhood Education; Ethnography; *Parent Child Relationship; *Parent Education; Parent Participation; Parenting Skills; Program Evaluation; Public Schools; *Transitional Programs
IDENTIFIERS- Project Head Start; South Dakota

Recognizing that parents are their children's first teachers and that their parenting style can influence educational experiences, this study used an ethnographic approach to evaluate the impact on parent-child interaction of the parent education component of the South Dakota Head Start/Public School Transition Project. The demonstration group was composed of children and families who received comprehensive Head Start-like services in addition to educational services, and the comparison group consisted of children and families who received only educational services. Eight family service coordinators maintained routine contacts with families and schools and provided services directly to families or through referrals to other agencies. Comprehensive services included health, parent involvement, social, and educational services related to transition from preschool to the public elementary school. Parents whose children attended demonstration schools received parent education through individual instruction, videotapes, books, pamphlets, or classes, either Systematic Training for Effective Parenting, Active Parenting, or 1-2-3 Magic. Data were collected in the spring of each year since 1993 from 200 of the 425 children in 2 cohorts who have received services. Data were also collected through structured interviews and participant observation while shadowing the family service coordinator. Results indicated that family service coordinators have been instrumental in increasing parent and child interactions. Parents have attended parenting classes and as a result have improved communication with their children. Parents have also become more involved in their children's education. Implications of increased parent involvement and improved communication include higher self-esteem and increased educational success for children. (Contains about 60 references.) (KB)

ED 408 097 PS 025 531

Allen, Sharon M.; And Others
What Teachers Want from Parents and What Parents Want from Teachers: Similarities and Differences.
PUB DATE- Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 408 113 RC 020 872

Smith-Mello, Michal
Reclaiming Community, Reckoning with Change: Rural Development in the Global Context.
PUB DATE- Jun 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; Citizen Participation; *Community Development; Community Leaders; Community Resources; Community Study; *Economic Development; Educational Attainment; Government Role; Human Capital; Policy Formation; Poverty; Public Policy; *Rural Areas; *Rural Development; Rural Economics; Rural Urban Differences; *Strategic Planning
IDENTIFIERS- *Capacity Building; Global Economy; Infrastructure; *Kentucky

This report discusses trends affecting the future of rural development in Kentucky and describes strategies for leveraging more positive outcomes for rural communities. In addition to the enduring legacies of rural poverty, inadequate infrastructure, low educational attainment, and joblessness, contemporary rural Kentucky is also characterized by demographic flux, economic realignment, and persistent disparities that complicate and frustrate the pursuit of prosperity. Coal and farming industries, once the mainstays of Kentucky's rural economy, are being replaced by low-skill, low-wage manufacturing and service jobs. These industries are ill-prepared for competing in a global economy and for providing training for the high skills demanded by globalization, technological advancement, and organizational change. The impact of a global economy, as well as the rising expectation that government must do more with less, has led to the increasing importance of civic engagement and the ability of local communities to build from within. Community capacity-building initiatives include promoting a long-term perspective on development; initiating regional and multicommunity approaches; cultivating a broad base of community leadership through formal project-specific training and process training aimed at sustaining engagement and participation; and developing a database indicative of community strengths, weaknesses, and relative position in the larger economic context. Recommendations include reinforcing the themes of thinking and planning for engagement with the world, focusing resources and efforts at the community level, and developing high-performance government that implements new approaches to formulating and implementing policy. A case study of rural development success in Tupelo, Mississippi, is included, as well as 86 resources and a rural development questionnaire. (LP)

ED 408 114 RC 020 953

Vigil, James Diego
Personas Mexicanas: Chicano High Schoolers in a Changing Los Angeles. Case Studies in Cultural Anthropology.
PUB DATE- 97
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Acculturation; Aspiration; Biculturalism; Bilingual Education; Case Studies; *Cultural

ED 408 130 RC 021 040

Purdy, Deirdre H.
An Economical, Thorough & Efficient School System & the West Virginia School Building Authority "Economy of Scale" Numbers.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consolidated Schools; Court Litigation; Criteria; Educational Equity (Finance); Educational Finance; *Efficiency; Elementary Secondary Education; Facility Guidelines; Poverty; *Rural Schools; School Closing; *School Construction; *School Size; State Agencies; *State Aid
IDENTIFIERS- *Economies of Scale; Home School Proximity; Pauley v Bailey; Sparsity (Population); *West Virginia

The West Virginia School Building Authority (SBA) was created by the state legislature in 1989 to carry out a mandate of the "Recht Decision," which found the state's school financing system to be largely unconstitutional. The SBA was created to sell bonds for educational facility financing and distribute the money to county school boards based on school construction and maintenance needs. Thus, school facility needs were to get equal attention in poor and rich counties. The statute empowering the SBA set out seven goals to be used in judging county facility plans for funding, but the SBA consistently emphasized economies of scale over the other goals. This was accomplished by arbitrarily interpreting economies of scale as required school sizes, and by weighting the economy of scale factor when evaluating projects. Compared to existing school sizes in West Virginia, the required sizes were very large and resulted in widespread school closings, primarily in rural areas. This report concludes that the so-called "economy of scale" numbers are actually arbitrary and uneconomical requirements for large-sized schools, requirements neither mandated nor supported by law, and that West Virginia should scrap them. To reach this conclusion, the report examines research on true economies and diseconomies of scale and reviews the detrimental effects of large schools on poor children, of long travel times on student achievement and quality of life, and of consolidation on poor rural communities. It considers the constitutional mandate that West Virginia's school system be thorough and efficient and finds that SBA large-school requirements, disguised as economies of scale, purport with neither directive. Contains references in notes and a table of county school data. (SV)

ED 408 131 RC 021 041

De Haan, Laura; Gunvalson, Diane
Factors Associated with Early Risk for School-Aged Children Living in Rural Poverty.
SPONS. AGENCY- North Dakota State Univ., Fargo.
PUB DATE- Apr 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Society for Research on Child Development (Washington, DC, April 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescent Development;

ED 408 146 RC 021 075

Parker, Dorothy R.
Phoenix Indian School: The Second Half-Century.
PUB DATE- 96
NOTE- 96p.; Originally published in 1990. Produced under a cooperative agreement between the National Park Service and Arizona State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; Bilingual Education; *Boarding Schools; Educational Change; Educational History; *Educational Practices; Elementary Secondary Education; Federal Indian Relationship; High Schools; Navajo (Nation); *School Activities; School Closing; Vocational Education
IDENTIFIERS- Arizona (Phoenix); Bureau of Indian Affairs Schools; Institutional History; *Phoenix Indian High School AZ

This book recounts the Phoenix Indian School's history from 1935 to its closing in 1990. In the 1930s, the Bureau of Indian Affairs' philosophy of assimilation declined in importance, as evidenced by termination of the boarding school's militaristic discipline, greater recognition of tribal traditions, and early experimentation in bilingual education. Various programs that served both the school and the larger Indian population in Arizona are described, including the Phoenix Indian School Band; the outing system; the library bus; extension education in Indian communities; diesel school and telephone and radio school; and the school print shop, which assisted in developing primers designed to teach Navajo children how to read their own language. The Special Navajo Program, a 5-year course to bring illiterate Navajos up to an eighth-grade level, was successful largely because of bilingual teaching teams. After World War II there was talk of closing the school, but Indian veterans' requests to keep it open prevailed. Factors that led to the school's demise in 1990 included teachers and administration moving off campus, which ended the tradition of intimate contact with students; the changing nature of the student body; reduced emphasis on vocational training; a new sense of Indian identity and empowerment among the students; federal budget cuts; and increasing pressure to use the property for Phoenix development. Appendices include the service record of the "Bushmasters," an all-Indian segment of the Arizona National Guard; the student "Hall of Fame"; samples of early printing in the Navajo language; student poetry; and school site plans, 1916-88. Contains 19 references, chapter notes, and photographs. (TD)

ED 408 147 RC 021 076

De Anda, Roberto M., Ed.
Chicanas and Chicanos in Contemporary Society.
PUB DATE- 96
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acculturation; Bilingual Education; Catholics; Cultural Maintenance; Demography; Disadvantaged Youth; *Employment; *Ethnicity; *Family (Sociological Unit); High Schools; Mexican American Education; *Mexican Americans; *Politics; Politics of Education; Poverty; *Socioeconomic Status

ED 408 167 SE 060 250

Cifarelli, Victor
Emergence of Abductive Reasoning in Mathematical Problem Solving.
SPONS. AGENCY- North Carolina Univ., Charlotte.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; Cognitive Structures; Concept Formation; *Constructivism (Learning); Context Effect; Higher Education; Induction; Knowledge Representation; *Learning Strategies; *Mathematical Concepts; *Problem Solving; Thinking Skills

This paper examines the novel problem solving actions of a pair of college students. The analysis highlights the role of the solvers' inferential processes including abductions, deductions, and inductions as structuring resources that contribute to both their understanding of the problems they face and the emerging novelty that constitutes their viable solution activity. The purpose of this research is to clarify the processes by which learners construct new knowledge in mathematical problem solving situations, with particular focus on instances where the learner's emerging abductions help to facilitate development of novel problem solution activity. Findings indicate that: (1) abduction is characterized as an ongoing, sense-making process that constitutes the problem solver's source of ideas as to how to proceed when unexpected problems occur; (2) problem solvers' abductions aided their novel explorations, serving to organize and structure their subsequent solution activity; and (3) novelty demonstrated by the problem solvers through their abductive inferences suggests the need to rethink views toward teaching problem solving. Contains 23 references. (DDR)

ED 408 168 SE 060 251

Goodell, Joanne E. Tims; Parker, Lesley H.
Operationalizing Equity through School Reform in Mathematics.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Concept Formation; *Cultural Influences; Curriculum Development; *Educational Change; Elementary Secondary Education; *Equal Education; Foreign Countries; *Mathematics Instruction; Program Evaluation; Sex Differences
IDENTIFIERS- Australia

The purpose of this paper is to explore the links between equity and reform in mathematics education. An overview of the research into problems associated with equity and mathematics education is presented, followed by an overview of the types of initiatives that have been employed to overcome the problems. A

ED 408 190 SE 060 287

Bennof, Richard J.
Science and Engineering State Profiles: Fall 1996. Detailed Statistical Tables.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Engineering; *Expenditures; *Federal Aid; Federal Government; Higher Education; *Research and Development; *Sciences

This document contains data from the National Science Foundation (NSF) that detail the geographic distribution of the 1993 U.S. research and development (R&D) spending total ($165 billion). The data include R&D performance by industry, academia, and the Federal Government and the federally funded activities of nonprofit institutions. Substantial state-specific information is also included on the Federal agency sources of R&D support and on the R&D-performing sectors that receive Federal funding. These statistics are compiled in a set of 51 State Science and Engineering Profiles. Indicators include doctoral scientists and engineers, science and engineering doctorates awarded, science and engineering graduate students and post-doctorates, federal R&D obligations by agency and performer, total and industrial R&D expenditures, academic R&D indicators, population, civilian labor force, per capita personal income, Federal expenditures, higher education expenditures, patents, small business innovation research awards, and gross state product originating in manufacturing, agriculture, trade, government, and services. (JRH)

ED 408 191 SE 060 288

Beisel, Raymond W.; Raze, Robert E., Jr.
Service Learning in School Science: A Partnership with State Parks in Florida and Pennsylvania.
PUB DATE- 7 Apr 97
NOTE- 102p.; Paper presented at the Annual Meeting of the National Science Teacher's Association (New Orleans, LA, April 7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Educational Change; Elementary Education; *Environmental Education; Higher Education; *Outdoor Activities; *Parks; *Partnerships in Education; Relevance (Education); *Service Learning
IDENTIFIERS- *Environmental Action; Environmental Awareness; Florida; Pennsylvania

This paper describes a partnership project with state parks in Florida and Pennsylvania that was inspired by and builds upon the work done through the Florida Office of Environmental Education with public schools and state parks in Florida. The project is a curriculum reform effort that combines the expertise and resources of a state park, two university departments, and a laboratory school. It is designed to investigate and develop the concept of service-learning to enhance the relevance and meaning of the education of university undergraduate students, elementary students, and the

ED 408 213 SO 027 266

Timmons, Dayle; Rogers, Kerry
When I Grow Up: The Community Helper Resource Book. Grades Pre-K-1.
PUB DATE- 96
NOTE- 339p.; Illustrations by Tracy LaRue Hall.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Awareness; Career Choice; Career Development; *Career Education; *Community; Community Characteristics; Community Resources; Learning Activities; *Learning Centers (Classroom); Neighborhoods; Primary Education; *Social Studies

This book is designed to help teachers construct learning centers focusing on the community and community helpers. By using dramatic creative play and simulations, students become more aware of occupations and potential career choices. The career center provides a thematic approach to career education and a foundation for individual and group activities in the classroom. The resource book contains ideas, activities, and patterns for 10 community centers, with additional ideas for more. The table of contents lists: (1) Introduction; (2) "Bakery"; (3) "Post Office"; (4) "Hospital"; (5) "Grocery Store"; (6) "Fire Station"; (7) "Dentist"; (8) "Police Station"; (9) "Italian Restaurant"; (10) "School"; (11) "The Community"; and (12) Index. (EH)

ED 408 214 SO 027 291

Silver, Rosalind, Ed.; Thoman, Elizabeth, Ed.
Fatal Attraction: The Selling of Addiction. Special Double Issue.
PUB DATE- 91
NOTE- 37p.; For the kit of the same title, see ED 395 865.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advertising; Alcohol Education; Antisocial Behavior; Critical Viewing; Drug Abuse; *Drug Addiction; *Drug Education; Elementary Secondary Education; *Mass Media; *Mass Media Effects; Mass Media Role; Mass Media Use; Media Research; Narcotics; Social Influences; Social Studies; Television Research; *Television Viewing

This issue of "Media & Values" provides essays and teaching ideas for addressing the influence of the media in society and the growing incidence of addiction. Articles in this issue include: (1) "Culture of Addiction" (Rosalind Silver); (2) "Crack and the Box" (Pete Hamill); (3) "When It Comes to Drugs, Beware the Censor's Fix" (David Musto); (4) "How Free is Commercial Speech?" (Steven Shiffrin; Kerry Gerot); (5) "Deadly Persuasion" (Jean Kilbourne); (6) "Cigarettes Under Fire" (Richard Pollay); (7) "The More Things Change..."; (8) "Anti-Smoking Campaign Fights Fire with Ads" (Eric Vollmer); (9) "Alcohol and Television" (Kathryn Montgomery); (10) "How Advertisers Sell Addiction"; (11) "The Selling of Addiction to

ED 408 236   SO 028 234

Ulman, Elinor, Ed.; Dachinger, Penny, Ed.
Art Therapy in Theory & Practice.
PUB DATE- 96
NOTE- 422p.; Artwork may not reproduce well. Reprint of book first published as "Art Therapy in Theory and Practice" by Schocken Books, 1975.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Art Activities; Art Education; Art Products; *Art Therapy; Childrens Art; Creative Expression; Disabilities; Educational Therapy; Emotional Disturbances; Mental Disorders; Psychological Studies; *Psychotherapy; Self Destructive Behavior; Self Expression

The essays in this collection are grounded in theoretical underpinnings which range from Freud to Montessori. The focus encompasses educational and psychiatric concerns. Essays are organized in 4 parts. Part 1, "Theory of Art Therapy," includes: (1) "Art Therapy: Problems of Definition" (Elinor Ulman); (2) "Therapy is Not Enough: The Contribution of Art to General Hospital Psychiatry" (Elinor Ulman); (3) "Art and Emptiness: New Problems in Art Education and Art Therapy" (Edith Kramer); (4) "The Problem of Quality in Art" (Edith Kramer); (5) "Fostering Growth through Art Education, Art Therapy, and Art in Psychotherapy" (Sandra Pine); (6) "Children's Work as Art" (Joachim H. Themal); and (7) "Art and Craft" (Edith Kramer). Part 2, "Practice of Art Therapy," presents essays related to work with adults in: (8) "Family Art Therapy: Experiments with New Techniques" (Hanna Yaxa Kwiatkowska); (9) "An Art Therapy Program for Geriatric Patients" (Irene Dewdney); (10) "Techniques for Individual and Group Therapy" (James M. Denny); (11) "Art Therapy for Adolescent Drug Abusers" (Diana Wittenberg), and essays that focus on work with children: (12) "The Practice of Therapy with Children" (Edith Kramer); (13) "Montessori and Compulsive Cleanliness of Severely Retarded Children" (Lena L. Gitter); (14) "Art and the Slow Learner" (Myer Site); (15) "Therapeutic Programs Around the World: Art and Applied Art by Mentally Defective Children"; and (16) "THIS is Therapy?" (Joachim H. Themal). Part 3, "Case Studies," contains (17) "Spontaneous Art Education and Psychotherapy" (Margaret Naumburg); (18) "Elda's Art Therapy in Context of a Quarter Century of Psychiatric Treatment" (Selwyn Dewdney); (19) "A Marital Crisis Precipitated by Art Therapy" (Harriet T. Voegeli; Miriam Goldberg; Irving Schneider); (20) "Correlation between Clinical Course and Pictorial Expression of a Schizophrenic Patient" (Erika Lehnsen); (21) "The Use of Painting to Resolve an Artist's Identity Conflicts" (Josef E. Garai); (22) "The Self-Portraits of a Schizophrenic Patient" (Al. Marinow); and (23) "An Analysis of the Art Productions of a Psychiatric Patient Who Was Preoccupied with his Nose" (John Birtchnell). Part 4, "Systematic Investigations in Art Therapy," includes (24) "The Psychiatric Patient and His "Well" Sibling: A Comparison through Their Art Productions" (Julianna Day; Hanna Yaxa Kwaitkowska) (25) "A New Use of Art in Psychiatric Diagnosis" (Elinor Ulman); (26) "Art for the Mentally Retarded: Directed or Creative?" (James W. Crawford) and (27) "An Experimental

ED 408 255 SP 037 345

Brett, Clare; And Others
Communities of Inquiry among Pre-service Teachers Investigating Mathematics.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Networks; Constructivism (Learning); Databases; Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; Longitudinal Studies; *Mathematics Education; Preservice Teacher Education; *Student Development
IDENTIFIERS- *Learning Communities; Ontario; Ontario Institute for Studies in Education

This paper reports preliminary findings from an ongoing longitudinal study of preservice teachers mathematical knowledge and confidence. The subgroup for this study consists of 11 preservice teachers from a group of 60 students enrolled in the 2-year teacher education pilot program at the Ontario Institute for Studies in Education (OISE), Toronto (Canada). The learning environment is designed to promote a sense of community and includes the following elements: small group discussions in which participants work on math investigations, workshops on cooperative learning techniques, experiences with collaborative learning in a variety of subject areas, and access to shared electronic databases which includes conferences of commentaries on mathematics. There is also a program-wide emphasis on constructivist approaches to learning, and students are introduced to a number of different technology-based and cognitively-oriented approaches to learning. The interpretive framework of community "glue factors" (identity, function, discourse, and shared values) is used to relate the data to the development of a learning community. The preliminary results suggest that the use of a shared electronic database facilitates a learning community for the majority of participants. The different participation patterns also suggest a need for more variety in approaches to accommodate the variety of learning styles and need. (Contains 45 references.) (JLS)

ED 408 256 SP 037 346

Kelly, Janet; And Others
Effects of Traditional and Professional Development School Preservice Training Models on Teacher Attrition after Three Years.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Comparative Analysis; Elementary Secondary Education; *Faculty Mobility; Higher Education;

ED 408 274 SP 037 365

Khawajkie, Elizabeth, Ed.; And Others
What Makes a Good Teacher? Children Speak Their Minds=Qu'est-ce qu'un bon maitre? Les enfants ouvrent leur coeur=Como debe ser un buen maestro? Los ninos opinan.
PUB DATE- 96
NOTE- 35p.; Illustrations and colored type may not reproduce well.
LANGUAGE- English; French; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Elementary School Students; Foreign Countries; International Programs; *Student Attitudes; Student Evaluation of Teacher Performance; *Student Reaction; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Student Relationship
IDENTIFIERS- *Contests

This booklet is a product of the UNESCO Associated Schools Project, a network of some 3,800 schools in 131 countries, which conducts pilot projects to promote education for peace, international understanding, and cooperation. Schools taking part in the project participated in an international contest asking for spontaneous reactions to the question "What makes a good teacher?" Of over 500 contributions received from students aged 8 to 12 years from some 50 countries, this booklet presents 9 drawings and 29 written responses in English, French, and Spanish. (ND)

ED 408 275 SP 037 366

Daugherty, Shannon; And Others
Credentials and Tests in Teacher Hiring: What Do Districts Require? Issue Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Employment Practices; *Licensing Examinations (Professions); School Districts; State Standards; *Teacher Certification; *Teacher Competency Testing; *Teacher Employment; Teacher Qualifications; Testing
IDENTIFIERS- *National Teacher Examinations

In considering applicants for teaching positions, school districts rely on teacher credentials such as state certification or teacher tests to determine the qualifications of a candidate. To determine whether there has been a trend toward increasing reliance on tests in teacher hiring processes, this brief presents data on public school districts' credential and test requirements for three Schools and Staffing Survey (SASS) years: 1987-88, 1990-91, 1993-94. In addition, regional variations in test requirements for hiring are presented. Analysis of the data revealed that from 1987-88 to 1993-94, public school districts continued to require credentials more frequently than passage of specific tests. However, the passage of tests, most notably state tests of basic skills and subject knowledge, was increasingly required by districts in their teacher hiring processes during the period. In 1993-94, state tests were relied upon more

ED 408 296   SP 037 407

Byrd, David M., Ed.; McIntyre, D. John, Ed.
Research on the Education of Our Nation's Teachers. Teacher Education Yearbook V.
PUB DATE- 97
NOTE- 307p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Asian Americans; Constructivism (Learning); Cooperative Learning; Cultural Pluralism; *Educational Environment; Elementary School Teachers; Elementary Secondary Education; English Teacher Education; Feminist Criticism; Higher Education; Mathematics Instruction; *Multicultural Education; *Partnerships in Education; *Preservice Teacher Education; Secondary School Teachers; *Teacher Education Curriculum; *Teaching Conditions
IDENTIFIERS- Association of Teacher Educators

This publication, the fifth annual yearbook of the Association of Teacher Educators, examines four aspects of teacher education: context, process, curriculum, and communication. The volume is introduced by a Foreword (M. Ishler) and "Introduction: Educating Our Nation's Teachers" (D. J. McIntyre and D. M. Byrd). The remainder of the book has four divisions. Division 1 contains: "Context: Overview and Framework" (T. Weible and J. E. White); "Multicultural Education in a Global Context" (R. F. McNergney, L. A. Regelbrugge, and J. P. Harper); "The Representation of Multiple Cultures and Perspectives in One Elementary Teacher Education Class: A Case Study from a Postmodern Feminist Perspective" (I. M. Striedieck); "Do Low Salaries Really Draw the Least Able into the Teaching Profession?" (M. R. Rollefson and T. M. Smith); and "Summary: Context: Reflections and Implications" (T. Weible and J. E. White). Division 2 includes: "Processes: Overview and Framework" (R. Alley, C. B. Furtwengler, and D. Potthoff); "How Can Teacher Perspectives Affect Teacher Decision Making?" (C. I. Bennett); "Cooperative Learning, Staff Development, and Change" (A. B. Sanders and M. S. Meloth); "A Teacher's Reconceptualization of Mathematics Teaching: A Paradox in Teacher Education" (D. H. Foss); and "Summary: Processes: Reflections and Implications" (R. Alley, C. B. Furtwengler, and D. Potthoff). Division 3 includes: "Curriculum: Overview and Framework" (S. J. Odell); "Developing a Constructivist Teacher Education Program" (E. M. Guyton, J. Rainer, and T. Wright); "'Swallowing an Elephant': The Subject Perspectives of Selected Novice English Teachers" (E. Spalding); "Multicultural Education and Monocultural Students: Curriculum Struggles in Teacher Education" (B. Jung); and "Summary: Curriculum: Reflections and Implications" (S. J. Odell). Division 4 includes: "Communication: Overview and Framework" (R. E. Floden); "Voices from the Margins: Asian American Teachers' Experiences in the Profession" (A. L. Goodwin, C. Genishi, N. Asher, and K. A. Woo); "Content Analysis of Prospective Teachers' Self-Guiding Speech during Solitary and Collaborative Planning" (B. H. Manning, S. E. Glasner, and V. G. Aeby); "A Model, Not a Mold: A Comparison of Four School-University Partnerships" (J. H. Sandholtz); and "Summary: Communication: Reflections and Implications" (R. E. Floden). Each paper contains references. (ND)

ED 408 297   SP 037 411

ED 408 315 TM 026 568

Dowson, Martin; McInerney, Dennis M.
The Development of the Goal Orientation and Learning Strategies Survey (GOALS-S): A Quantitative Instrument Designed To Measure Students' Achievement Goals and Learning Strategies in Australian Educational Settings.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Need; Cognitive Processes; *Educational Objectives; Factor Analysis; Foreign Countries; *Goal Orientation; Goodness of Fit; *Learning Strategies; Mathematical Models; Metacognition; Reliability; *Test Construction; Validity
IDENTIFIERS- Australia; Cross Validation; *Student Engagement

This paper outlines the development of a quantitative instrument designed to measure students' multiple achievement goals and key aspects of their cognitive engagement in Australian educational settings. The paper demonstrates the use of congeneric measurement models in assessing and improving the validity of the scales comprising the Goal Orientation and Learning Strategies Survey (GOALS-S), and it also illustrates the use of cross-validation as a way to assess the stability of the GOALS-S scales. Three academic goals, four social goals, three cognitive strategies, and three metacognitive strategies were defined and operationalized in the developed GOALS-S instrument. Preliminary factor analyses were used to refine the measure. Its 13 scales were tested with 380 Australian urban students. Once collected, data from a randomly chosen subsample (half the original sample) were subjected to confirmatory factor analysis using 13 separate one-factor congeneric models. Modified models that showed sufficient fit in the first half were tested with the second half of the sample. The initial modeling process supported the construct validity of only four of the original scales, but relatively minor modifications resulted in considerably better fit for the other nine scales. Results also demonstrate support for the reliability of at least eight of the GOALS-S scales. (Contains 6 tables and 88 references.) (SLD)

ED 408 316 TM 026 569

Conley, David T.
Oregon's Proficiency-Based Admission Standards System (PASS) Project.
PUB DATE- 25 Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Admission Criteria; *College Admission; College Bound Students; College Entrance Examinations; Criterion Referenced Tests; Curriculum Development; *Educational Assessment; Equal Education;

ED 408 334 TM 026 587

Waldrip, Bruce G.; Fisher, Darrell L.
Cultural Learning Environment: Validity and Application of a Questionnaire.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Culture; *Educational Environment; Foreign Countries; Questionnaires; Secondary Education; *Secondary School Students; *Student Attitudes; Student Characteristics; *Test Construction; Test Reliability

A study was conducted to develop and validate an instrument to assess students' culturally sensitive environments, and to examine associations between these factors and students' attitudes. A measure of students' environment, namely the Cultural Learning Environment Questionnaire (CLEQ), was developed. The instrument was influenced by the four dimensions of culture defined by G. Hofstede (power distance, uncertainty avoidance, individualism, and masculinity/femininity) and contained eight scales. Using a sample of over 3,000 secondary students, the reliabilities of the CLEQ scales ranged from 0.69 to 0.86 and showed acceptable discrimination between the scales. The mean correlation between scales ranged from 0.04 to 0.23. Reporting the class or school mean did not appear meaningful, since the instrument was designed to measure students' personal cultural environment. An examination of the diversity of cultural environments in each classroom was indicated by examining the standard deviations of each scale for different classrooms. Relationships among students' cultural environment and attitudes were examined. (Contains 22 references.) (Author/SLD)

ED 408 335 TM 026 588

Klein, Lawrence W.; Catizone, Carmen A.
Validation of the Blueprint for an International Licensure Examination.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; International Education; *Licensing Examinations (Professions); Pharmaceutical Education; *Pharmacy; Surveys; *Test Construction; Test Items; *Validity
IDENTIFIERS- *Canada; United States

The National Association of Boards of Pharmacy (NABP) manages the National Association of Boards of Pharmacy Licensure Examination (NABPLEX). A new Scope of Pharmacy Practice study was completed in 1994, and representatives of NABP and the National Association of Pharmacy Regulatory Authorities of Canada met in 1995 to discuss the possibility of creating an international pharmacy licensing examination. The first step

ED 408 353 TM 026 753

Northfield, Jeff; Loughran, John
The Nature of Knowledge Development in the Self-Study Practice.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Collegiality; *Cooperating Teachers; Evaluation Methods; Foreign Countries; *Research Methodology; Secondary Education; Secondary School Students; *Secondary School Teachers; *Self Evaluation (Individuals); *Validity
IDENTIFIERS- *Knowledge Development

Self-study is defined as participant study of practice, and it has often been questioned as a form of research. Whether self-study can be valid when generalized or whether it merely represents personal reflections was explored in a case study. During a year as a teacher of secondary students, the researcher/participants kept a journal as part of a self-study of teaching practice. The journal, interviews with 22 students in the class, and student writings were used to evaluate the teaching experience. The case study gave rise to thoughts on self-study that begin with the observation that self-study defines the focus of study and requires a constant commitment to checking data and interpretation with others. It is difficult for a person to change his or her own interpretations when examining his or her own experience, and the perspective colleagues can lend can be very valuable. Self-study is enhanced when it is a shared task. In addition it is noted that self-study outcomes require immediate action so that the focus of study is constantly changing. The many complications of the self-study process mean that it is best performed in a collaborative setting. (Contains eight references.) (SLD)

ED 408 354 TM 026 754

Li, Xin
A Narrative Inquiry of the Sameness of and Difference between My Autobiographical and Biographical Research Methods on New Immigrant Women.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biographies; *Data Collection; *Females; Foreign Countries; *Immigrants; *Personal Narratives; Research Methodology
IDENTIFIERS- Canada; *Narrative Inquiry; Researcher Subject Relationship

The sameness of and difference between autobiographical and biographical research methods were studied in this exploration of the researcher's work with six recent female immigrants to Canada, herself and her mother included. The self-study of autobiography and the biographical study of the researcher's

ED 408 372 UD 031 721

Wakefield, William D.; Hudley, Cynthia
Responses to Acts of Discrimination among Adolescents.
PUB DATE- Apr 97
NOTE- 28p.; Poster presented at the Black Caucus Pre-Conference of the Society for Research in Child Development Biennial Meeting (Washington, DC, April 1- 3, 1997). Large type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Aggression; Behavior Patterns; *Coping; Disadvantaged Youth; High School Students; High Schools; Life Events; Minority Groups; *Racial Discrimination; *Responses; Verbal Communication; *Withdrawal (Psychology)
IDENTIFIERS- *Acceptance

The personal effects of racial discrimination were studied through the responses of 50 adolescents enrolled in a precollege summer program to hypothetical scenarios. Half of the participants were female, 2 were European American, 8 Asian American, 21 African American, and 19 Latino. Expected response categories derived from the work of J. Feagin (1991) were: (1) withdrawal; (2) resigned acceptance; (3) verbal; and (4) physical. Thirty-five percent of these adolescents responded by withdrawal, and 39% gave verbal responses. Resigned acceptance was the response of 21%. Of the minority students, 98% found the hypothetical scenarios likely to happen to themselves or their friends, or they knew someone to whom the situation had occurred. Ninety-five percent of all respondents found the scenarios highly realistic. It may be that these adolescents found withdrawal or verbal responses most socially appropriate. In a threatening situation, a passive response may serve a self-protecting function. Physically aggressive responses may be perceived as inappropriate in many settings, and it is not surprising that physical counterattack responses were infrequently chosen. Two of the scenarios are attached. (Contains two graphs and three references.) (SLD)

ED 408 373 UD 031 722

Rothfarb, Sylvia H.
Perceptions of Intergroup Relations in Secondary Schools of Dade County Public Schools: Results of the Student Multicultural Relations Survey.
PUB DATE- Apr 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Factor Analysis; Formative Evaluation; *High School Students; Interaction; *Intergroup Relations; Junior High School Students; Middle Schools; Minority Groups; *Multicultural Education; Secondary Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Dade County Public Schools FL; Middle School Students

In 1991, the Office of Educational Accountability of the Dade County Public Schools (Florida) in cooperation with the Office of Multicultural Programs conducted a survey of the perceptions of secondary school students about intergroup relations in the Dade County public schools. This survey was the first phase of

IDENTIFIERS- Maryland (Baltimore)

Differential predictors of the educational achievement status of homeless children were studied using multivariate statistical modeling. The effects of more general influences such as age, gender, and maternal educational level were studied before the influence of intellectual, behavioral, and emotional factors was examined. Participants were families of 127 homeless children receiving services in a comprehensive health care program for homeless children in Baltimore (Maryland). Results of the study provide support for age, gender, and maternal educational level as important predictors of academic achievement in school-aged homeless children and adolescents. Overall cognitive functioning, however, was the most salient predictor of academic performance. This finding suggests that the depressed cognitive functioning found in homeless and disadvantaged children is an important focus for remedial efforts. Emotional distress and behavioral problems were significant contributors to academic achievement levels beyond background and cognitive factors, and should also be targets for efforts to improve academic achievement and learning potential. Characteristics of homelessness such as residential instability and the level of major life stressors did not account for significant proportions of the variance in academic achievement. (Contains five references.) (SLD)

ED 408 392   UD 031 745

Rowley, Stephanie Johnson
Perceptions of Discrimination and Achievement in African American Students.
PUB DATE- Aug 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; College Students; Grades (Scholastic); *High School Students; High Schools; Higher Education; Prediction; *Racial Identification; Self Esteem; *Social Discrimination; Social Mobility; *Student Attitudes
IDENTIFIERS- *African Americans

This study explored the processes that lead to relatively lower academic performance among African American students. It has been suggested that African American students perceive that, because of discrimination, education is less useful as a tool for upward mobility for African Americans than it is for members of other ethnic groups. The nature of African American beliefs about the relationships between perceptions of discrimination and grades was studied with 40 African American high school and 120 African American college students. The study expanded the group-specific scale devised by R. A. Mickelson (1990) into four independent subscales. Results suggest that perceptions of discrimination do predict grades, but this relationship is mediated by the student's academic self-esteem and moderated by the level of racial centrality, a construct that measures the extent to which being black is part of one's self-concept. Different types of experiences with discrimination appear to be related to different types of experiences and predict different educational outcomes. In general, the hypothesis that academic self-esteem mediates race-specific educational utility and grades was supported.

IDENTIFIERS- *Oklahoma; *Trustee Role
Library board members are an integral part of public libraries. Because of the importance of their role, this handbook gives library trustees in Oklahoma a basic understanding of their responsibilities and power. It contains useful information about developing policy, the board/director relationship, funding, intellectual freedom, library laws, and many other topics. The handbook stipulates that library trustees are responsible for governing the library, including monitoring finances, setting policies, planning services, and evaluating the progress of the library. Trustees also must become part of the board team and keep it functioning at optimum level. How library trustees respond to problems and possibilities will determine the future of library service to the people of Oklahoma. The handbook consists of 12 chapters: (1) Take Time To Learn the Job; (2) Library Boards in Oklahoma; (3) Board Meetings; (4) Library Board Officers; (5) The Board Member's Job Description; (6) Library Funding, Financing and Budget; (7) Planning; (8) Policies; (9) Intellectual Freedom; (10) The Library Director on the Board Team; (11) Board Staff Relations; and (12) Library Agencies and Associations. Appendices include: a glossary of terms; a sample city ordinance; a sample agenda; "Freedom To Read" statement and "Library Bill of Rights"; rules and regulations concerning state aid grants to public libraries; library role definitions; a sample materials selection policy; and Oklahoma state laws concerning user confidentiality and theft. (SWC)

ED 407 950 IR 056 391

CNN Newsroom Classroom Guides. May 1-31, 1997.
PUB DATE- May 97
NOTE- 110p.; No guide for May 26 (holiday). Document is a copy downloaded from the Internet.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom
These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of May, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: Chelsea Clinton decides to attend Stanford University, Zaire's president and rebel leader to meet, and Labor Party wins big in Britain's elections (May 1-2); Zaire negotiations stand still while tens of thousands of fleeing refugees starve, balanced budget agreement, Texas standoff ends, U.S. President Clinton visits Mexico in attempt to mend fences with a neighbor, jury finds RJR (Reynold's) Tobacco "not guilty," U.S. government report accuses Swiss of concealing Nazi gold and faults the U.S. for doing too little at the end of World War II, the World Court convicts a Bosnian Serb of wartime atrocities, New York stock market takes a dive, and President Clinton assures leaders at the Central American Summit of U.S. concern for the region and its refugees (May 5-9); devastating earthquake strikes Iran, Pope draws huge crowds in Lebanon, Russia and Chechnya agree to end 400 years of

module that lists the different territories of France follows. The outline and lecture notes are then provided for the following elements of Polynesian history: (1) prehistoric settlement of the islands; (2) society in the era before contact with Europeans is made, focusing on the political system and governance, religion, and Polynesian society; (3) Polynesia after European contact; (4) missionaries; (5) changes in Polynesian society due to European explorers and missionaries, including changes in governance, dress, and population; (6) Pomare chiefs and queens; (7) the French protectorate; (8) the colonization in 1880; and (9) the shift to an overseas French territory in 1957. The remainder of the outline highlights the method for evaluating student achievement, lists discussion and study questions, illustrates activities and strategies for presenting course materials, lists audiovisual materials, and summarizes a comparison and contrast of Hawaii and French Polynesia. Contains a bibliography. (TGI)

ED 407 968 JC 970 296

Romero, Marco
The Philippines in Spanish Rule. Asian Studies Module.
PUB DATE- 97
NOTE- 11p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Colonialism; Community Colleges; *Course Content; Curriculum Guides; Foreign Countries; Foreign Culture; Land Settlement; Latin American History; Learning Modules; Two Year Colleges
IDENTIFIERS- *Philippines; Spain

This curriculum outline introduces the components of a Latin America Civilization course which acquaints students with the Philippines and the similarities that exist between the Philippines and Latin America. First, the goals and student objectives of the course, which emphasizes the history, economic, political, religious, ethnic, and social problems of the Philippines, are presented. Next, the course outline and assignments are provided, highlighting the following periods: (1) the Philippines before the coming of Spain, focusing on classes and social practices; (2) the Spanish conquest of the Philippines, exploring reasons for the conquest, Spanish rule, foreign challenges to Spanish rule, consequences of Spanish presence, Christianization of the Philippines, social classes, and economic development; (3) development of Filipino nationalism, concluding with the Philippine revolution; and (4) the United States' rule in the Philippines, focusing on the coming of the United States, the Philippine-American war, social and economic progress, peaceful struggle for independence, the Commonwealth of the Philippines, Japanese occupation, and the Philippines as an independent nation. The remainder of the outline consists of the student pretest, activities and strategies for presenting material, audiovisual materials used for the course, and comparisons and contrasts of the Spanish colonization of the Philippines and of Latin America. Contains bibliographies for students and teachers. (TGI)

ED 407 969 JC 970 297

California's Los Rios Community College District as of the end of fall 1996. The first report describes the characteristics of AFDC recipients and legal immigrant AFDC recipients enrolled at the District's three campuses, including data on their total enrollment; enrollment by gender, ethnicity, and age; new or continuing enrollment status; units completed; academic goal and major; and single parent status by gender, ethnicity, and age. The second report presents the same data for AFDC recipients enrolled at the District's El Dorado and Folsom Lake educational centers. The third report describes academic outcomes for AFDC recipients at the District's three campuses, including data by campus on units attempted and completed, average grade point average (GPA), and retention and success rates for all AFDC students, those who are single parents, and those who are legal immigrants. The final report presents an executive summary, analyzing the data presented in the first three reports and indicating that district-wide they accounted for 7.7% of enrolled students; African-Americans accounted for 23.7% of AFDC recipients, while they accounted for only 10.4% of the entire student population; and AFDC recipients attempted and completed more units and had only slightly lower GPAs than the entire student body. (BCY)

ED 407 987 JC 970 328

Ochse, Roger
Critical Thinking: A Model for Collaborative Research.
PUB DATE- 31 Jul 96
NOTE- 19p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (16th, Sonoma, CA, July 28-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cooperative Learning; *Critical Thinking; Higher Education; *Research Papers (Students); Student Research; Teaching Methods; Thinking Skills; *Writing Assignments; *Writing Instruction

The use of critical thinking and collaborative learning enhances the research process by establishing a disciplined yet supportive research and publication procedure. In addition, these methods provide common assumptions about the validity and reliability of research findings, while encouraging diverse points of view. Critical thinking helps students weigh evidence in determining its use in research; use logical and systematic thinking in developing a question at issue and answering it; explore connections between assumptions, points of view, and concepts; and develop criteria for assessing results. Collaborative learning provides a supportive environment for students to conduct research; offers a mediating audience for drafting and composing texts; improves the quality and quantity of thinking through continuous effort and feedback; and develops social skills in analysis, judgment, and criticism. Following a sequence of critical thinking exercises and writing activities, students in a college writing class were provided detailed guidelines for research projects summarizing critical thinking principles, describing the traditional term paper, and explaining the role of critical thinking in the research process. As a result, students were able to transform the term paper into a collaborative research project. Critical thinking and the research process itself became more intuitive and students learned that thinking can be both reflective and student services. Following an executive summary, Part One introduces the plan, including a mission statement, scope, premise, goals, and student outcomes. Part Two provides background information, including the state of the institution, the purpose of education technology, faculty interest, and student interests. Part Three offers the plan, which includes objectives for the following goals: (1) provide the physical infrastructure and technical support necessary to make education technology accessible and useful for faculty and students; (2) increase opportunities for faculty and students to use education technology; and (3) develop a system for continued planning for, evaluation of, and ongoing funding for education technology. Part Four presents the implementation timeline for the period between fall 1996 and fall 1998. Appendixes include: needs for information technology at CCSF not covered in the report; basic assumptions of the plan; a detailed inventory of the institution's technology resources; responses to two surveys measuring faculty interest in education technology; a discussion of the role of and training for student assistants; video production, transmission and distance learning efforts; implications and examples of educational technology; and a glossary of terms. (HAA)

ED 408 006 JC 970 356

Data and Characteristics of the Illinois Public Community College System.
PUB DATE- May 97
NOTE- 169p.; For the 1996 report, see ED 397 925. Some tables contain small type which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *College Faculty; College Programs; Community Colleges; Construction Programs; Educational Facilities; Educational Finance; Enrollment; Financial Support; Full Time Equivalency; *Institutional Characteristics; *Public Colleges; School Personnel; State Surveys; *Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

Data on the Illinois public community colleges for FY 1996 and Fall 1996 are presented in this report on the system's students, faculty, staff, instructional programs, operating finances, and capital construction. Following a brief introduction providing a profile of the colleges and a map of the college districts, section I presents tables showing student characteristics, including headcount data for fall 1996 by sex and full-/part-time status, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status. This section also offers information on proportions of district populations served, community education enrollments, and headcount and full-time equivalent data for fall 1986 through fall 1996. Section II contains data on faculty and staff, including information on the sex and full-/part-time status of instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1996. Average base salaries for FY 1997 and average class type and size are also detailed. Section III presents program enrollment and completion data for 1996, including unduplicated headcount enrollments by sex, program classification, academic program, age, ethnic origin, highest previous degree, degrees awarded, adult certificates awarded, IDENTIFIERS- Competency Based Evaluation; Computer Use; *Performance by Objectives; Self Regulation; Student Evaluation of Achievement

This study examined the effects of goals--such as denoting learning and performance outcomes--and self-evaluation on the acquisition of computer skills, efficacy in performing computer tasks, perception of competence for the use of self-regulatory strategies, and frequency of strategy use while learning computer skills. Subjects were 44 college students enrolled in an "Introduction to Computers in Education" course. Subjects' learning goal was the use of specific HyperCard tasks, and their performance goal was to do their best at the tasks. Results showed that when goals are combined with self-evaluation of progress, the students' perception of efficacy and competency for the use of self-regulatory strategies when learning computer skills was raised, and the frequency of strategy use increased. This combination, however, did not lead to a significant increase in other outcome measures. There were no definite results for self-evaluation. (AS)

ED 408 024 PS 025 328

Eisenberg, Arlene; And Others
What To Expect the First Year.
PUB DATE- 96
NOTE- 671p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adoption; Child Health; *Child Rearing; *Infant Behavior; *Infant Care; *Parent Child Relationship; Parent Education; Sibling Relationship

This book is a comprehensive month-by-month guide covering parents' questions about the first year with a new baby. It includes an illustrated baby care primer, a first-aid guide, and recipes. It also contains special sections on the older sibling, selecting the right physician, seasonal concerns and traveling with baby, managing childhood illnesses, nurturing the adopted baby, the low-birthweight infant, and the baby with specific problems. Part 1 contains 15 chapters: "Get Ready, Get Set"; "Buying for Baby"; "Your Newborn Baby"; and chapters 4 through 15, which cover the first 12 months of the child's life, respectively. Part 2 contains chapters: "A Baby for All Seasons"; "When Baby is Sick"; "First Aid Do's and Don'ts"; "The Low-Birthweight Baby"; "The Baby with Problems"; "The Adopted Baby"; "The First Postpartum Days"; "Surviving the First Six Weeks"; "Enjoying the First Year"; "Becoming a Father"; and "From Only Child to Older Child." Most of the 26 chapters contain the following sections: What You May Be Concerned About, What It's Important to Know, and What You Can Expect This Month. Part 3 is a ready reference that contains the following sections: Best-Odds Recipes for the First Year and Beyond, Common Home Remedies, Common Childhood Illnesses, Height and Weight Charts, and an index. (WJC)

ED 408 025 PS 025 331

Johnson, Vanessa J. Kahen
Family Level Processes in Children's Adaptation to School.
PUB DATE- Apr 97
NOTE- 11p.; Paper presented at the Biennial Meeting of the

IDENTIFIERS- Arrests; Firearms; *Indicators; *Nebraska; Placement (Foster Care); Project Head Start; Vaccination

This Kids Count report examines statewide trends in the well-being of Nebraska's children. The statistical portrait is based on seven general areas of children's well-being: (1) early care and education; (2) physical and behavioral health; (3) child abuse, neglect, and domestic violence; (4) out of home care; (5) education; (6) economic well-being; and (7) juvenile justice. Indicator one focused on child care, education programs, and Head Start. Indicator two focused on prenatal care, low birthweight babies, birth defects, child deaths, infant mortality and substance abuse. Indicator three focused on substantiated cases of abuse and neglect, and domestic violence shelters. Indicator four focused on foster care homes, out of home care, and children in state custody. Indictor five focused on high school graduation, dropout, and special education. Indicator six studied single parent families, divorce, child support, school food programs, and housing costs. The final indicator focused on juvenile arrests, offenses, detention, and parole. Hopeful findings included a steady increase in the number of places funded for children enrolled in Head Start, increase in WIC food supplements, and an increase in eligible children receiving Medicaid. Of concern was the dramatic increase in number of children in foster care and juvenile arrests. (SD)

ED 408 043   PS 025 435

Finn, Carlen; And Others
The State of Our Children: Kids Count in Vermont. 1994 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Child Welfare; *Children; Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Parents; Family (Sociological Unit); Infants; Mortality Rate; Mothers; One Parent Family; Prenatal Care; *Social Indicators; Tables (Data); *Well Being; Youth Problems
IDENTIFIERS- Aid to Families with Dependent Children; Food Assistance Programs; Food Stamp Program; *Indicators; *Vermont

This KIDS COUNT factbook presents statistical data and examines trends for several indicators of children's well-being in Vermont. Four groups of indicators are examined: (1) economic security, including child population, child poverty, number of children receiving Aid to Needy Families with Children (ANFC) and food stamps, number of children approved for free and reduced lunches, and regulated child care slots; (2) education, including number of dropouts; (3) family health, including child deaths, teen violent deaths, infant mortality, low-birthweight babies, prenatal care, new families at risk, and births to teens; and (4) child protection, including child abuse and neglect and children in custody. Section 1 of the report, "Introduction," introduces Vermont KIDS COUNT and gives an overview of the indicators. Section 2, "Overview and Findings," defines the indicators and presents statistical data for each of them. In addition, a summary of 1990 census indicators is included that relates to ethnic and racial performance on a series of theory of mind tasks. Comparison of these measures indicated a significant correlation between the ranking of individual children as popular, or unpopular, by their peers and a measure of theory of mind. These results indicated that social interactions among peers provide opportunities for understanding of self and others and for explaining and predicting the actions of others based on mental states. Teachers were also asked to rate the children in terms of perceived popularity. Comparisons of the ratings made by teachers and children indicated considerable differences. (Contains 26 references.) (Author/EV)

ED 408 061 PS 025 463

Harris, Pauline; Trezise, Jillian
Intertextuality and Beginning Reading Instruction in the Initial School Years.
PUB DATE- 97
NOTE- 9p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Cultural Differences; *Discourse Analysis; Foreign Countries; Power Structure; Primary Education; *Reader Text Relationship; *Reading Instruction; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Australia; *Intertextuality; Mediated Instruction; Textual Analysis

This research draws upon both a preliminary study conducted over a 3-year period, in which a group of 15 children was tracked through the first 3 years of school, as well as works-in-progress. The particular concern of this research is the accessibility of the complex organization of reading instruction to young readers, realized by explicit and implicit relationships among written, spoken, and visual texts which constitute the intertextual fabric of reading instruction. The research is framed by a view of intertextuality as a constellation of theoretical approaches concerned with relationships between texts. Data gathered through audiotape transcripts and observational field notes have shown that teacher-meditated classroom reading lessons contain a complex of intertextual links. These intertextual relationships may be realized at varying levels of graphology/phonology, lexico-grammar and semantics, as well as in connections across contexts. In any one lesson, there was often found a continual moving from one level to another as relationships were drawn out, and the relationships were seen to be cued both explicitly through verbal interactions and implicitly through body positioning, intonation, gestures, and the arrangement of the physical context. The data also frequently revealed the transient nature of teaching and learning processes, in which children's very significant intertextual understandings (influenced by their particular cultural and social background) may be missed, and therefore invalidated, in the pursuit of intertextual agendas that impose dominant adult frames of reference upon children's utterances and experiences. Classroom data and interview data have also revealed differences in the kinds of relationships among texts perceived and valued by children and teachers. (Contains 9 references.) (EV)

ED 408 062 PS 025 464

Hayden, Jacqueline

Illinois. Data indicated that behavior problems were disrupting instructional time and students' involvement in learning. The evidence for the existence of the problem included referrals to the school counselor and/or school administrators, academic assessments, and teacher observations. Probable causes for the problems included increasing class size, overcrowded school facilities, changing family structure, and students' lack of appropriate social skills. The analysis of probable cause data suggested the need for a program that addressed social skill development to provide opportunities for students to improve their classroom behaviors. A review of suggested solution strategies resulted in the selection of a program to address social skill development through integrated thematic units and cooperative learning structures. The approach to improve students' behavior included four major concepts: creating an ongoing caring and peaceful environment in the classroom, creating and developing ongoing friendships, developing and enriching children's social skills through cooperative learning structures, and facilitating and enhancing student self-esteem and empathy towards others. The results of a post-implementation survey indicated that students gained positive feelings of self-esteem, and a decrease occurred in the use of verbal or physical aggression. (Appendices present data collection instruments. Contains 43 references.) (WJC)

ED 408 080 PS 025 482

McGee, Kathleen A.; Powell, Joyce M.
Improving Learner Responsibility by Utilizing Thinking Strategies and Cooperative Learning.
PUB DATE- May 96
NOTE- 115p.; Master's Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Learning; Educational Research; Elementary Education; Interpersonal Competence; Learning Strategies; Metacognition; Positive Reinforcement; Program Descriptions; Program Evaluation; Skill Development; Special Needs Students; Student Attitudes; *Student Responsibility; *Thinking Skills

This project involved an approach that allowed students to take on greater responsibility for learning by using collaborative skills and habits of mind which resulted in better awareness of their own thinking. The targeted population consisted of students in growing upper-middle class suburban communities, located west of Chicago, Illinois. The two groups of students were a self-contained fifth grade class and a special needs sixth grade class that is mainstreamed for a portion of the day. Analysis of the probable cause data revealed that students lacked positive self-perception of social skills in a learning environment. Further analysis suggested that students lacked a feeling of security and did not display positive attitudes or take ownership of their learning. A review of the research literature suggested the following strategies: introducing productive habits of mind, helping students understand positive attitudes and perceptions about learning, and instructing students to understand and use acceptable social skills in cooperative learning. Results indicated that the intervention was successful in improving learner confidence and responsibility. (Contains 28 appendices, which present data collection instruments and project materials. Contains 42

DESCRIPTORS- Comparative Analysis; Early Childhood Education; Ethnography; *Parent Attitudes; *Parent Teacher Cooperation; Public Schools; *Teacher Attitudes; Teacher Characteristics; Teacher Qualifications
IDENTIFIERS- Project Head Start; South Dakota

The realization that many teachers view working with parents as the most challenging aspect of their job led to an ethnographic examination (within the context of an evaluation of the South Dakota Head Start/Public School Transition Demonstration Project) of parents' and teachers' expectations of one another. The demonstration group consisted of children and families receiving comprehensive Head Start-like services in addition to educational services, and a comparison group consisted of children and families receiving only educational services. Eight family service coordinators maintained routine contacts with families and schools and provided services directly to families or through referral to other agencies. Comprehensive services included health, parent involvement, social, and educational services related to transition from preschool to public elementary school. Data were collected in the spring of each year since 1993 from 200 of the 425 children in 2 cohorts who have received services. Kindergarten through third grade teachers at comparison and demonstration schools were also asked during structured interviews to identify both their greatest challenge as teachers and parents' role in education, while selected parents/caregivers at both sites were asked about their communication with the school. Results indicated that parents and teachers had adversarial roles at times and held different expectations. Teachers wanted parents to become more involved in the schools, yet parents believed they were already involved. Teachers believed that the schools communicated well with parents, but the parents disagreed. Parents and teachers found the most agreement in their desire for the educational success of children. (Contains about 54 references.) (KB)

ED 408 098 PS 025 535

Frazier, Stacy L.; And Others
The Effects of Television Violence and Early Harsh Discipline on Children's Social Cognitions and Peer-Directed Aggression.
PUB DATE- Apr 97
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Childrens Television; *Corporal Punishment; Discipline; Information Processing; Longitudinal Studies; Parent Child Relationship; Peer Relationship; Primary Education; *Social Cognition; Television Research; *Television Viewing; *Violence
IDENTIFIERS- Social Information Processing

This study examined the additive and interactive effects of television viewing and harsh, physical discipline on children's social information processing and subsequent aggression; and the effects of heavy viewing versus permission to view violent content on children's social cognitions and aggression. Participating were 535 children and their families who were part of a 7-year longitudinal, multi-site investigation, recruited in 2 cohorts at the time of kindergarten preregistration. Information on parental discipline and

Context; Cultural Influences; Ethnic Bias; *Ethnicity; Ethnography; Family Influence; *High School Students; High Schools; Immigrants; Mexican American Education; *Mexican Americans; Socioeconomic Status
IDENTIFIERS- California (Los Angeles); *Chicanos; Hispanic American Students; Los Angeles Unified School District CA

This book aims to provide a better understanding of Mexican American high school students and their struggles with ethnicity, Americanization, prejudice, schools, and life's purposes. In most Anglo minds, these students are characterized by exceptionally high dropout rates and poor school performance, without any explanation for this performance other than their Mexican origin. This book explores the real-life situations of young people of Mexican descent in a suburban and an urban high school in 1974 and again in 1988. "Thumbnail" sketches of students demonstrate that there is much more diversity among Mexican Americans than is commonly thought. The students for each time period are categorized culturally as Mexican-oriented, intermediate, and Anglo-oriented, but personal adaptation varies both between and within categories. The profiles examine students' family background; parent aspirations and influence on student achievement and behavior; lifestyles; student aspirations and attitudes toward education, language, and culture; gang involvement; and school and community environments. The final chapters discuss how the new wave of Mexican immigration has strengthened bilingual education and students' ethnic pride and identity in both urban and suburban areas; summarize the multiple and shifting identities of "personas mexicanas"; and review the complex set of structural, cultural, social, and personal factors that influence educational performance. An appendix describes quantitative and qualitative methodology. The book contains over 200 references, an index, and photographs. (SV)

ED 408 115 RC 020 958

Yoder, Jacob E.; Horst, Samuel L., Ed.
The Fire of Liberty in Their Hearts: The Diary of Jacob E. Yoder of the Freedmen's Bureau School, Lynchburg, Virginia, 1866-1870.
PUB DATE- 96
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Black Education; *Black History; Diaries; Educational History; Educational Philosophy; Elementary Secondary Education; Racial Relations; *Reconstruction Era; Rural Schools; *Teaching Experience; Urban Schools
IDENTIFIERS- *Freedmens Bureau; *Virginia (Lynchburg)

Jacob Eschbach Yoder was one of the many northern schoolteachers who went south to assist in educating the newly freed African American population in the years immediately following the Civil War. Impelled by a religious fervor stemming from his upbringing in the Mennonite faith and especially by the educational ideals he had absorbed from his mentor, James Pyle Wickersham, Yoder left his native Pennsylvania early in 1866 to become an instructor and administrator of Freedmen's Bureau schools in Lynchburg, Virginia. Yoder's diary provides valuable information about his work and personal development as well as useful insights into daily life in Reconstruction-era Virginia. His eyewitness account of the struggle for freedom, and his comments about the freedmen's ability to grasp fully that freedom, show a man wrestling with his own preconceptions and radical politics. After an unsatisfactory attempt to run his

*Delinquency; *Depression (Psychology); Drinking; *Drug Use; Females; Grade 5; Grade 6; *High Risk Students; Intermediate Grades; Males; Parent Child Relationship; Peer Relationship; Poverty; *Preadolescents; *Rural Youth; Self Concept

Early onset of at-risk behaviors has been recognized as an important predictor of severity of negative outcomes during adolescence, but little is known about rural children's involvement in such behaviors and related variables. In two rural Midwest counties with high concentrations of child poverty, a survey of 162 predominantly Caucasian fifth- and sixth-graders examined levels of delinquency, substance use, and depression, as well as variables related to risk or protective factors. Findings indicate that a substantial subset of these children were experimenting with drugs, alcohol, or delinquency or were struggling with depression. Although the three risk categories were correlated, different variables were related to each. Delinquency was related to poverty, being male, and depression. Substance use was related to separating from parents, doing poorly in school, movement toward deviant behavior, and peer attachment. Several factors were related to depression, including identity development, poverty, autonomy, and grades. Boys and girls did not differ in the incidence of substance use or depression, but did differ as to predictor variables. Boys were more affected by economic hardship, while girls were influenced by internal factors such as identity development. Although the six school districts surveyed were within 30 miles of each other in a seemingly homogeneous rural context, the incidence of the three risk categories differed among schools. Contains 30 references. (SV)

ED 408 132 RC 021 043

Cardenas, Jose A.
Texas School Finance Reform: An IDRA Perspective.
PUB DATE- 97
NOTE- 392p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; Bilingual Education; *Court Litigation; Educational Change; *Educational Equity (Finance); *Educational Finance; Educational History; *Educational Legislation; Elementary Secondary Education; *Finance Reform; Financial Policy; Mexican American Education; Politics of Education; Public Education; School District Wealth; School Districts; School Taxes; State Aid; State Departments of Education
IDENTIFIERS- *Edgewood Independent School District TX; Intercultural Development Research Association; Rodriguez v San Antonio Independent School Dist; *Texas

This book chronicles the history of school finance reform in Texas between 1968 and 1995. Specifically, the book focuses on the substantial changes in the method of funding Texas public schools, aimed at creating a more equitable system of educational opportunity. The author, Dr. Jose A. Cardenas, founded the Intercultural Development Research Association, which is dedicated to the principle that all students are entitled to equal educational opportunities. Dr. Cardenas has been actively involved in school finance reform since the early 1970s when he was superintendent of the Edgewood Independent School District, a poor Mexican American district in San Antonio, and when the historic Rodriguez vs. San Antonio ISD litigation (involving Edgewood) was settled. The book begins with a description of the Texas system of school finance from

IDENTIFIERS- Chicanas; *Chicanos; Hispanic American Students

This anthology includes research and reviews about social issues and inequalities facing Chicanos and Chicanas and their struggle for equal participation in society. Four sections focus on demography and on economic inequality among beginning and mature workers; the Chicano family and its responses to acculturation and poverty; the Chicano challenge to social institutions, including the Catholic Church and the mass media; and ethnicity as a factor in community and educational politics. Chapters are: (1) Introduction (Roberto M. De Anda); (2) "The Demography of Chicanos" (Rogelio Saenz, Clyde S. Greenlees); (3) "Economic Restructuring and Young Latino Workers in the 1980s" (Manuel Avalos); (4) "Falling Back: Mexican-Origin Men and Women in the U.S. Economy" (Roberto M. De Anda); (5) "Familism and Assimilation among Mexican-Origin and Anglo High School Adolescents" (Angela Valenzuela, Sanford M. Dornbusch); (6) "Chicano Families and Urban Poverty: Familial Strategies of Cultural Retention" (Elsa O. Valdez); (7) "Juntos y Separados: Cultural Complexity in U.S. Mexican Households" (Javier Tapia); (8) "Independent Living among Mexican American Elderly: The Need for Social Services Support" (Diana J. Torrez); (9) "Liberation Theology and Social Change: Chicanas and Chicanos in the Catholic Church" (Gilbert R. Cadena, Lara Medina); (10) "Of Corridos and Convicts: Gringo (In)Justice in Early Border Ballads and Contemporary Pinto Poetry" (Raul Homero Villa); (11) "Chicano Cultural Resistance with Mass Media" (Diana I. Rios); (12) "Ganging Up on the Gang" (Raul Tovares); (13) "Bilingual/Bicultural Education and Politics in Crystal City, Texas: 1969-1989" (Armando L. Trujillo); (14) "Situational Identity of Suburban Mexican American Politicians in a Multiethnic Community" (Jose Zapata Calderon); and (15) "Backwards from Aztlan: Politics in the Age of Hispanics" (Ignacio M. Garcia). Chapters contains references. (SV)

ED 408 148 RC 021 083

Indigenous Affairs = Asuntos Indigenas, 1996.
PUB DATE- 96
NOTE- 513p.; Published four times a year. Photographs will not reproduce adequately. For 1994-95 issues, see ED 399 107.
LANGUAGE- English; Spanish
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- American Indian Education; *Civil Liberties; *Conservation (Environment); Cultural Maintenance; Foreign Countries; *Indigenous Populations; Minority Groups; *Self Determination; Sustainable Development
IDENTIFIERS- Biological Diversity; Oppression; United Nations

This document contains the four 1996 English-language issues of Indigenous Affairs and the four corresponding issues in Spanish. These newsletters provide a resource on the history, current conditions, and struggles for self-determination and human rights of indigenous peoples around the world. Articles on the United States and Canada (1) discuss efforts of the Blackfeet Indians to preserve their sacred lands, language (Pikuni), and culture; (2) describe North Slope Borough (Alaska) home rule government and its role in maintaining subsistence whaling for Alaska Natives and promoting school programs in Inupiat history, language, and culture; and (3) present the statement at the United Nations of the Assembly of Manitoba Chiefs concerning differences between Canadian and traditional First Nations' economic structures and resulting framework for viewing the problems and solutions is discussed followed by an operational definition of equity in the mathematics classroom. A review of two large-scale reform efforts in mathematics is presented and the data derived from monitoring these reform efforts forms the basis for this paper. A wide range of quantitative and qualitative data from the reform monitoring efforts is employed to examine the technical, cultural, political, and moral dimensions of enacting equity in reform. Contains 65 references. (Author/DDR)

ED 408 169 SE 060 252

Nieswandt, Martina
Improving Learning in Chemistry Classes through Original Writing about Chemical Facts.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; Educational Strategies; Foreign Countries; Interdisciplinary Approach; Learning Activities; Relevance (Education); *Science Instruction; Secondary Education; Student Evaluation; *Writing Across the Curriculum
IDENTIFIERS- Germany

This paper aims to situate a research project in the context of the literature about writing, describe the goals and methods of the project, and present some empirical results from the initial stages of the project. Students in four schools were divided into an experimental group (N=43) and a control group (N=48). The experimental group received specially designed writing tasks and the control group did the homework orally. Four types of writing tasks were used: (1) description of experimental observations; (2) interpretation of experimental observations; (3) explanation of phenomena; and (4) planning a clarifying experiment in the face of a remaining problem. Students' assessments are analyzed for the appropriate use of chemical facts, topic relevance, and text coherence. It was concluded that the appropriate use of chemical facts and concepts remained low throughout the study and that there were no significant differences between the two groups. Contains 26 references. (DDR)

ED 408 170 SE 060 254

Davis, Kathleen S.
Science Support Groups and Women Science Educators: Advocates for Women's and Girls' Legitimate Participation in the Science Community.
PUB DATE- Apr 96
NOTE- 44p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Equal Education; *Hands on Science; Higher Education; Participant Observation; *School Community Relationship; Science Activities; *Science Clubs; Science

public users of the state park resources. This document lists project activities and includes materials that have been used in the project. (JRH)

ED 408 192 SE 060 292

Ryan, Walter F.
River Falls Mall Math Trails: Connecting Elementary Mathematics to the World.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algebra; Arithmetic; *Concept Formation; Educational Strategies; Elementary Education; *Elementary School Mathematics; Geometry; Graphs; *Mathematics Activities; Mathematics Curriculum; *Mathematics Instruction; Problem Solving; *Relevance (Education)
IDENTIFIERS- Indiana; Shopping Centers

This collection of activities demonstrates how the study of elementary mathematics can be extended beyond the school and involve teachers and students in investigative, problem-based experiences. The activities include topics in geometry, concept of number, algebra, measurement, graphing, statistics, and probability, and are organized into five different math trails. With this method of organization, up to 100 elementary students can participate in the activities on the same day. Each math trail has 10 activities and each activity utilizes the particular attributes of the section of the mall in which it is situated. Students collect the necessary data at the mall and then complete the activities upon returning to their classrooms by interpreting the data and applying their previous learning and understanding in mathematics to solve a real-life mall math problem. The activities are not graded since they have potential application throughout the elementary grades. (DDR)

ED 408 193 SE 060 294

Stump, Sheryl L.
Secondary Mathematics Teachers' Knowledge of the Concept of Slope.
PUB DATE- 28 Mar 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; *Concept Formation; Educational Strategies; Geometry; Interviews; *Knowledge Base for Teaching; Mathematical Concepts; *Mathematics Curriculum; Mathematics Instruction; *Mathematics Teachers; Preservice Teacher Education; Secondary Education
IDENTIFIERS- Slope (Mathematics)

This study examines teachers' mathematical understanding of various representations of slope and their knowledge for teaching the concept of slope. Specifically examined in this research are the concept images and concept definitions of slope held by both preservice (N=18) and inservice (N=21) secondary mathematics teachers. Data collected include transcriptions of audiotaped interviews and surveys which are

Women" (Carol Moog); (12) "Learning from Television: Commercials Influence Kids"; (13) "Cultural Dynamics Mold Hispanic Marketing" (Bruce Maxwell; Michael Jacobson); (14) "Cancer is an Equal Opportunity Disease" (Marilyn Kern-Foxworth); (15) "Giants in the Advertising World" (Beth White); (16) "The New Third World Fight Is over Tobacco" (David Holley); (17) "Resources for Follow-Up"; and (18) "Just Say Yes to Media Literacy" (Elizabeth Thoman). (EH)

ED 408 215 SO 027 292

Silver, Rosalind, Ed.; Thoman, Elizabeth, Ed.
Tuning in to Television, News, Views, and How To Live with It. 15th Anniversary Issue.
PUB DATE- 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Critical Viewing; Elementary Secondary Education; *Mass Media Effects; *Mass Media Role; Mass Media Use; Media Research; Social Influences; Social Studies; Television Research; *Television Viewing

This issue of "Media & Values" provides essays and teaching ideas for addressing the influence of television in society. Articles in this issue include: (1) "Wrestling with Television" (Elizabeth Thoman); (2) "Comics and Culture" (Rosalind Silver); (3) "Society's Storyteller" (George Gerbner); (4) "Five Important Ideas to Teach Your Kids about TV" (Jay Davis); (5) "Balancing Bias in the News" (Pat Hynds); (6) "Alice Doesn't Live Here Anymore" (Elayne Rapping); (7) "Home, Home on the Remote" (James Lull); (8) "I'll Be Home for Hanukkah" (Rosalind Silver); (9) "It's a Whole New Ball Game" (Stuart Showalter); (10) "Decoding MTV" (Jeff Kellam); (11) "Sex and Consequences" (Dan Wakefield); (12) "Muktuk and Mass Media" (Eric Gabster); (13) "All in the Family: How to Transform a TV Takeover" (Barbara Osborn); (14) "Resources for Follow-up"; and (15) "Living with Television: Where We Go From Here." (EH)

ED 408 216 SO 027 293

Osborn, Barbara; Davis, Jay F.
News for the '90s: How To Analyze the News Media. Leader's Guide and Handout Masters. A Media Literacy Workshop Kit. Revised.
PUB DATE- 94
NOTE- 37p.; This guide accompanies SO 026 730.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Freedom of Speech; *Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Media Research; *News Media; *News Reporting; Social Influences; Social Studies

This guide contains three workshop modules to manage group discussion on the topic of the influence of the news media in the '90s. Module 1 instructs "How To Evaluate a News Story." Module 2 suggests "The Camera Never Lies - Or Does It?" Module

Approach to the Judgement of Psychopathology from Paintings" (Elinor Ulman; Bernard I. Levy). (MM)

ED 408 237   SP 037 068

Balancing Academic Achievement and Social Growth. Proceedings of the Annual Meeting of the Chinese American Educational Research and Development Association (4th, San Jose, California, September 21, 1996).
PUB DATE- 21 Sep 96
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Cantonese; *Chinese Americans; *Chinese Culture; Cultural Differences; Elementary School Students; Elementary Secondary Education; Higher Education; Mandarin Chinese; Native Language Instruction; *Parent Participation; Preservice Teacher Education; *Second Language Instruction; Secondary School Students; *Social Development; Student Characteristics
IDENTIFIERS- China; Taiwan

This proceedings is presented in three parts. Part 1 contains summaries of the keynote speech and one paper: "Sa-Jiao: An Important Concept in Understanding Chinese Students' Social Behavior" (Jing-Jyi Wu); and "Our Choices Create Our Future: A Chinese-American Perspective" (Rose Tseng). Part 2 contains summaries of three panel sessions. The first panel session, "Cultural Identity and Social Growth of Chinese and American Students," contains presentations by Michael Chang, Yuhaw Eva Lee, and Phylis Lan Lin. The second panel session, "Chinese Language Teaching and Learning: A Cantonese and Mandarin Perspective," includes five presentations by Chen-Ching Li, K.C. Leung, Chaofen Sun, Shirley H.L. Lee, and Liana Sieto. The third panel session, "Parental Involvement in School Learning," has four presentations by Li-Rong L. Cheng, Ben Liao, Jane Chiu, and Sin-Yee Poon (in Chinese). Part 3 summarizes the poster sessions: "Chinese Language Education Issues" (Guang Yang, Liping Ma, and Terrence M. Doyle); "Instructionally Related Issues" (Xianglei Chen, Marilyn M. Y. Chi, and Mei-Yan Lu); "Learner Characteristics Issues" (Liang-Tsu Hsieh, Shwu-Yong Huang, and Shu-Ling Wang); and "Education Reform Issues" (Lu Chang and Wei-Non Shu). A list of conference participants and contributors, and advertisements (in Chinese) are appended. (SPM)

ED 408 238   SP 037 249

Foster, Lenoar; And Others
A Degree of Distinction: A Collaborative Model for Degree Delivery via Distance Education.
PUB DATE- Feb 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (49th, Phoenix, AZ, February 26-March 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Cooperative Planning; Delivery Systems; *Distance Education; Elementary Secondary Education; Higher Education; *Masters Degrees; Program Design; *Program Development; Program Effectiveness; State Universities;

*Labor Turnover; *Preservice Teacher Education; *Professional Development Schools; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- Texas

This comparative study explores the relationship between teacher attrition and the preservice training programs in which the teachers were enrolled. A comparison is made between campus-based traditional teacher certification programs and field-based certification programs delivered through a professional development school (PDS) model. The results are based on a one-page survey completed by 397 elementary and secondary teachers who received teacher certification between 1992 and 1995 at one of three universities in northeast Texas (N=78 field-based respondents and N=319 traditional respondents). Respondents answered six questions about their motivations for teaching, leaving teaching, and their recommendations for improving the quality of teacher education programs. The findings are presented in descriptive statistics. One difference between the two groups is a greater motivation to improve professionally among field-based respondents. The greater percentage (45 per cent) of these respondents recommended 2 semesters of student teaching to improve teacher education programs. In contrast, among traditional respondents, most recommended more emphasis on classroom management. Three tables are attached: analysis of demographic data, responses to questions according to group, and beginning teachers' attrition rates. (Contains 21 references.) (SPM)

ED 408 257 SP 037 347

McMahon, Teresa A.
From Isolation to Interaction? Network-Based Professional Development and Teacher Professional Communication.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; Computer Uses in Education; Electronic Mail; Elementary Secondary Education; *Faculty Development; *Group Discussion; Higher Education; Inservice Teacher Education; Internet; Mathematics Instruction; *Mathematics Teachers; *Online Systems; Partnerships in Education; Teacher Improvement; Theory Practice Relationship

The Mathematics Learning Forums, a collaborative effort of Bank Street College and the Center for Children and Technology, Education Development Center, Inc., provided the primary research setting for this study. Each 8-week forum focuses on specific elements of a mathematics content area and is designed to address both student learning and teaching strategies. Participants are required to have an Internet account and are expected to participate at least twice weekly in online discussions. The forums provided the opportunity for an in-depth contextualized understanding of the experiences of 35 teachers involved in three 8-week online courses. The research design used a combination of data gathering tools including questionnaires (n=31), exit interviews (n=30), and content analysis of all public online exchanges (n=393). Six variables framed the professional interaction items: (1) teacher work group cooperation; (2) opportunities to exchange new ideas and frequently than the National Teachers Examination (NTE) in the South and Midwest; in the Northeast, this pattern was reversed. (ND)

ED 408 276 SP 037 368

Snapshots of a Profession. Educator Supply and Demand in Ohio. 1996 Report Summary.
PUB DATE- Sep 96
NOTE- 17p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Employment Practices; Higher Education; *Public Schools; Teacher Education; *Teacher Employment; *Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Ohio

Key findings from the 1996 Ohio Education Supply and Demand Study are presented, covering the areas of current educator employment; enrollment and population; population projections; gender; race; age and experience; employment prospects; and long-term supply and demand outlook. Analysis of the data indicated: (1) the number of school-age children is expected to increase only very slightly over the next two decades; and (2) there will be an increased need for teachers during the first decade of the 21st century as a result of a large number of teacher retirements. The data are presented in four figures and two tables. (ND)

ED 408 277 SP 037 373

Sanders, Jo
Teacher Education and Gender Equity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Sex Bias; *Sex Fairness; Teacher Education Curriculum; Teacher Educators; *Teacher Expectations of Students; Textbook Bias
IDENTIFIERS- ERIC Digests; *Gender Issues

To ensure that future generations of girls as well as boys fulfill their potential without restriction, it is important that gender equity be taught in teacher education programs as a matter of course. Gender equity is defined as the set of behaviors and knowledge that permits educators to recognize inequality in educational opportunities, to carry out specific interventions that constitute equal educational treatment, and to ensure equal educational outcomes. Gender inequity is manifested by: (1) notions that males excel in mathematics, science, and technology and that females excel in the arts; (2) attributional theory wherein gender-biased attitudes become a self-fulfilling prophecy; (3) curriculum materials biased in language, content, and/or illustrations; (4) unfriendly classroom climate and harassment; and (5) administrative modeling (administration department tends to be more male). While gender equity has received considerable attention in K-12

Delaney, Ellen M.
Teachers' Unique Knowledge Systems: The Implicit Theory of Emotions of Experienced Preschool Teachers.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Development; Classroom Techniques; Educational Theories; *Emotional Development; *Knowledge Base for Teaching; Preschool Education; *Preschool Teachers; *Teacher Attitudes; *Teaching Experience
IDENTIFIERS- *Teacher Knowledge

The purpose of this study was to describe the content and structure of the thinking of four experienced, but "ordinary," preschool teachers in the area of children's emotions and emotional development. Each study participant had taught in the New Garone Pre-Kindergarten, one of the first New York State Experimental Pre-Kindergartens, for 20 or more years, and all had similar racial and ethnic backgrounds. The results of the study indicated that the four teachers studied did organize their thinking about young children's emotions and emotional development. Their thinking can be considered an implicit or subjective theory in that it is accessible to them, it is stable, it is structured, and it influences their behavior. The findings of this study have implications for the interaction of developmental psychology and education, for curricular programs that promote emotional development in young children's classrooms, and for the work of teacher educators and supervisors in early childhood education. The study concludes that two aspects of the teachers' knowledge system set it apart from scientific or formal theories of emotions: their theory begins with the emotional nature of the child, and emotions are not considered quickly passing passions, but long term underlying processes. (Contains 32 references.) (ND)

ED 408 298 SP 037 413

Musil, Caryn McTighe
Evaluation of State University System of Florida Women's Studies Programs. Report for the Florida Board of Regents.
PUB DATE- Jan 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Evaluation; *Educational Assessment; *Educational Improvement; Higher Education; Institutional Cooperation; Program Evaluation; State Programs; Statewide Planning; *Womens Studies
IDENTIFIERS- *State University System of Florida

This document reports on the evaluation of eight women's studies programs in the State University of Florida System. After reviewing the development of women's studies as a discipline, sections of the report cover measures of quality and vigor in women's studies programs, curriculum, women's studies programs as community builders on and off campus, women's studies programs and racial equity, and challenges to women's studies programs. Recommendations made to the State Board of Regents include: (1) a statewide organization for women's studies directors across the eight campuses; (2) an effective mechanism

Formative Evaluation; High Schools; *Performance Based Assessment; Prediction; *State Programs; Student Evaluation; *Testing Programs
IDENTIFIERS- *Oregon

The development and use of Oregon's Proficiency-Based Admission Standards System (PASS) are described and results of some evaluations of the PASS system are presented. PASS is to be used for college entry in Oregon and is designed to promote the seamlessness of high school and college education by guaranteeing that students would have the knowledge and skills needed for college work. The six content areas of PASS are based on disciplinary knowledge in mathematics, science, social sciences, foreign languages, humanities and literature, and fine and performing arts. Criterion-referenced tests, common assessment tasks developed to assess cognitively complex proficiencies, and teacher verifications of classroom performance will be the basic PASS assessment strategies. Activities are under way to set the performance levels for each proficiency and to develop the elements of the assessment system. Issues related to the rationale for changing the admissions requirements in Oregon are reviewed. These generally relate to the relevance of high school preparation for college work and the prediction of academic success in college. The PASS project still has significant issues to address in the areas of assessment, articulation, funding, equity and access, and still must deal with political and educational reform issues. Formative evaluation has begun in the original 12 project schools. Preliminary results with regard to curriculum, instruction, assessment, and collaboration are generally favorable, although they reveal the amount of work required to make PASS a functioning system statewide. (Contains five graphs and one table.) (SLD)

ED 408 317 TM 026 570

Kao, Michelle T.; Lehman, James D.
Scaffolding in a Computer-Based Constructivist Environment for Teaching Statistics to College Learners.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Assisted Instruction; *Constructivism (Learning); Foreign Countries; Higher Education; Hypothesis Testing; Knowledge Level; *Learning Strategies; Models; *Statistics; Teaching Methods; Transfer of Training
IDENTIFIERS- *Scaffolding

Scaffolding refers to the instructional support that instructors or more skillful peers offer learners to bridge the gap between their current skill levels and the desired level. An aspect of scaffolding that is often ignored is the fading of support as the learner masters the skill. It has been suggested that there is a risk of over-relying on the support of integrated media in computer-assisted instruction. A three-dimension (3-D) model of scaffolding that incorporates level of subtask, level of support, and number of repetitions of practice has been proposed to vary the technology support systematically in response to the learner's performance. The 3-D contingent scaffolding model was implemented in a computer-based was to determine whether a common examination blueprint between the two countries was feasible. The NABPLEX competency statements were updated based on the results of the 1994 study, and they were then reviewed independently by representatives of each country to assess their applicability to the country. A survey instrument was developed to assess the relative importance of each competency statement as it relates to entry-level pharmacy practice. Results were analyzed separately for the 1,019 American respondents, 358 Canadian respondents, and both groups combined, and a joint examination blueprint was approved by both groups. The focus of this paper is on the process used to establish the joint blueprint, rather than on the blueprint itself. An appendix contains charts of survey responses. (Contains two tables, three appendix charts, and seven references.) (Author/SLD)

ED 408 336 TM 026 589

Daniel, Larry G.
Statistical Significance Testing in "Educational and Psychological Measurement" and Other Journals.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editing; *Educational Assessment; Policy; Research Problems; *Scholarly Journals; *Social Science Research; *Statistical Significance; *Test Use
IDENTIFIERS- *Educational and Psychological Measurement

Statistical significance tests (SSTs) have been the object of much controversy among social scientists. Proponents have hailed SSTs as an objective means for minimizing the likelihood that chance factors have contributed to research results. Critics have both questioned the logic underlying SSTs and bemoaned the widespread misapplication and misinterpretation of the results of these tests. This paper offers a framework for remedying some of the common problems associated with SSTs via modification of journal editorial policies. The controversy surrounding SSTs is reviewed, with attention given to both historical and more contemporary criticisms of bad practices associated with misuse of SSTs. Examples from the editorial policies of "Educational and Psychological Measurement" and several other journals that have established guidelines for reporting results of SSTs are discussed, and suggestions are provided regarding additional ways that educational journals may address the problem. These guidelines focus on selecting qualified editors and reviewers, defining policies about use of SSTs that are in line with those of the American Psychological Association, and stressing effect size reporting. An appendix presents a manuscript review form. (Contains 61 references.) (Author/SLD)

ED 408 337 TM 026 590

Gama, Elizabeth Maria P.; Jesus, Denise Meyrelles de
Achievement Attributions and Perceptions of Agency and Career among Low-Income Students.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

mother and four other subjects were similar in that both approaches required the researcher to take uncertainty as the norm in the process of data collection and interpretation. The approaches differ in that the autobiographical work is mainly internal and inward directed, while the biographical approach is more external. To work with a live protagonist makes it possible to develop an intersubjective text influenced by the relationship between the researcher and the subject of study. A biography becomes autobiographical in what it tells about its author. (Contains nine references.) (SLD)

ED 408 355 TM 026 755

Kanno, Yasuko
Researcher-Participant Relationship in Narrative Inquiry.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Cultural Awareness; *Experience; Foreign Countries; Knowledge Level; *Research Methodology; Researchers; *Self Evaluation (Individuals)
IDENTIFIERS- Japan; *Narrative Inquiry; *Researcher Subject Relationship

The nature of the researcher-participant relationship in narrative inquiry is explored by reflecting on the researcher's own experience in such a relationship. It is argued that the researcher who wants to make a difference in the lives of participants must be open to change in return. Personal involvement with participants is an essential ingredient in narrative inquiry, but it must not be confused with a mission to save the participants. Learning must be reciprocal, and dialogue that has a significant impact on the participant must transform the researcher as well. The project on which the exploration is based is a narrative inquiry into the cultural identities of four Japanese students and their readjustment in returning to Japan after prolonged study overseas. Participants benefited from being listened to and from being forced to reflect on their own experiences. Participants felt that the research made them focus on their experiences as returnees, and that the self-knowledge they gained was a valuable result of participation. The researcher experienced a similar gain in knowledge and the benefits of self-examination. (Contains 19 references.) (SLD)

ED 408 356 TM 026 756

Backer, Patricia Ryaby
The Use of Portfolios in Professional Education: A Multimedia Model of Instructional Methodology.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Educational Technology; Experience; Higher Education; *Multimedia Materials; *Optical

a long-range evaluation of multicultural education programs for formative purposes. The instrument used was the Student Multicultural Relations Survey developed for the study. The survey was piloted in 1990, with 294 students and then administered to 2,030 middle school and high school students in 1991. A subsample of 264 students completed the open-ended questions, and an additional subsample of 71 students was retested as a measure of survey reliability. Factor analysis identified three common factors: (1) perceptions of personal interaction and openness toward other cultures; (2) perceptions of administrators' and teachers' fairness and respect toward students of different cultures; and (3) perceptions of social interaction, respect, and tension among students of different cultures. Overall, the majority of students appeared to have fairly positive perceptions regarding their personal interactions with students of other cultures and the fairness of teachers and administrators. However, less than half the sample thought that students showed respect for cultural differences. Middle school students generally had more positive attitudes than high school students. Most students reported that they had contact with students from other cultures. Six appendixes discuss the theoretical framework of the student, technical aspects, and responses to the open-ended questions. (Contains 4 graphs, 16 tables, and 17 references.) (SLD)

ED 408 374 UD 031 723

Rode, Ronald G.
K-12 Criteria for Balanced Literacy. Selection of the K-8 Language Arts Adoption. No. 719. Revised.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.; San Diego State Univ., CA. Coll. of Education.
PUB DATE- 25 Feb 97
NOTE- 46p.; Assessment, Research, and Reporting Team Report.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education; *Criteria; *Curriculum Development; Elementary Secondary Education; Family School Relationship; Focus Groups; *Literacy Education; Minority Groups; *Multicultural Education; Program Development; Second Language Learning; *Selection; Special Education; *Standards; Urban Schools
IDENTIFIERS- *San Diego Unified School District CA; Stakeholders

The Literacy Task Force of the San Diego City Schools sought to develop a set of criteria for a balanced literacy program by using a process that involved all stakeholders--parents, teachers, businesses, higher education, and other community members. The balanced program, by its nature, would address the needs of all the city's students, with the goal that all students will meet grade-level performance standards even though some students will need specialized interventions. One hundred facilitators and recorders were trained to lead focus groups at the kickoff session and a series of town meetings. The general public was informed of these meetings through the media and specific invitations were issued to parents and concerned citizen groups. To maintain the voice of second language learners and special education students, sites with sufficient bilingual and special education staff were asked to conduct targeted focus groups for the needs of these special populations. Criteria were developed for materials and resources, content, the home-school connection, assessment, and instructional and organizational strategies. Among the criteria

(Contains four tables and four references.) (SLD)

ED 408 393 UD 031 746

Focus on Children. A Comprehensive Reform Plan for the Boston Public Schools.
PUB DATE- Aug 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Community Involvement; Curriculum Development; *Educational Change; Educational Improvement; Educational Planning; *Elementary Secondary Education; *Literacy Education; Parent Participation; *Public Schools; *School Restructuring; School Safety; *Urban Schools
IDENTIFIERS- *Boston Public Schools MA

The Boston (Massachusetts) Public Schools present a comprehensive plan designed to bring all students to an acceptable level of mastery to meet state requirements or their own new higher standards. For the first time in decades, all the elements of school reform are in place, with public and administrative support. The primary goal of the Boston Public Schools is to improve teaching and learning for all children. This comprehensive plan elaborates on this goal and presents additional goals for educational improvement. An integral part of reaching this goal will be the establishment of high standards, curricula, and assessments that measure achievement and improvement accurately. Implementation of a broad-based literacy effort and an increased use of technology will also be essential elements. The second goal of this comprehensive plan is to change the structure of the Boston Public Schools to focus on student performance and to serve the community. A third goal is to provide safe, nurturing, and healthy schools where students receive the support they need to succeed in school. The final essential goal is to engage parents and the community in school improvement through a unified collaborative structure and effective communication. In Boston, the Mayor, the Boston School Committee, and the collaborative partners in the city's education are poised to implement this comprehensive plan to make Boston's schools support teaching and learning. (SLD)

ED 408 394 UD 031 747

Davis, Kathleen S.
Meeting the Special Needs of Girls and the Special Needs of Boys: Advocating for Equal Learning Opportunities in a Multicultural City Youth Club.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Advocacy; *Disadvantaged Youth; Economic Factors; Elementary Secondary Education; *Equal Education; Females; Financial Support; Males; *Multicultural Education; Program Development; Program Implementation; *Sex Fairness;

hostility and warfare, a third strike at General Motors has widespread impact on the auto industry, Russia and NATO reach an historic agreement on security, and U.S. space shuttle Atlantis is on course for another docking with MIR (May 12-16); Zaire's 7-month civil war ends as rebel forces march into Kinshasa, AIDS vaccine promised within a decade, President Clinton wants renewed "Most Favored Nation" status for China, cyclone batters coast of Bangladesh rendering 800,000 homeless, Laurent Kabila arrives in Kinshasa and renames Zaire, the prosecution rests its case in the Timothy McVeigh Oklahoma City bombing trial, political crackdown in Burma, and Iranians choose a president for the first time in 18 years (May 19-23); signing of the historic NATO-Russia accord, Mideast talks, Sierra Leone coup, elections in France and Iran, President Clinton renews the U.S. commitment to its allies on the 50th anniversary of the Marshall Plan, closing arguments in the Oklahoma City bombing trial, Kabila sworn in as President of the Democratic Republic of the Congo (formerly Zaire), and McVeigh jury begins deliberations (May 26-30). (SWC)

ED 407 951 IR 056 392

Libraries in the Information Age. A Report to the Texas State Library and Archives Commission.
SPONS. AGENCY- Texas Library Association.
PUB DATE- Jul 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Computer Networks; Economic Factors; Electronic Libraries; Futures (of Society); Information Centers; *Information Technology; *Institutional Survival; Library Automation; *Library Development; *Library Funding; Library Planning; *Library Role; Library Services; Misconceptions; Social Influences; Technological Advancement
IDENTIFIERS- Barriers to Change; Information Age; *Texas

Libraries offer a variety of services and play an assortment of roles. While few people disagree that libraries have been valuable institutions in the past, many wonder how necessary they will be in the future. Shrinking budgets make it harder for libraries to contradict these perceptions. This report examines the social and economic impact that libraries have made in the past and how they can continue to contribute in this age of information and network technology. There are numerous ways for Texas libraries to be vital information providers in the 21st Century, but all of them require more funding. To attract more funding, libraries need to change their image, update their services, and demonstrate more vividly the value they add to print and digital information. In turn, to ensure the successful continuation of valuable information services, governments, private contributors, and the general public need to recognize and reward libraries that further education, equitable access to information, economic activities, and community service. The report consists of 5 sections: (1) Libraries--historical summary and social and economic impact of libraries; (2) The Information Age; (3) Library Roles in the Information Age; (4) Funding--public funding, entrepreneurs, and free versus fee; and (5) Recommendations and Conclusion. (SWC)

Finkelston, Ted
The "Black Ships" and "Sakoku": Commodore Matthew C. Perry's Expedition to Japan. Asian Studies Module.
PUB DATE- 97
NOTE- 7p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Community Colleges; *Course Content; Curriculum Guides; Foreign Countries; History; *History Instruction; Learning Modules; North American History; Two Year Colleges
IDENTIFIERS- *Japan; *Perry (Matthew C)

This curriculum guide presents the components of a U.S. history course examining the causes and immediate effects of the opening of Japan to American trade and diplomacy by Commodore Matthew C. Perry's 1853-1854 Japanese expedition. The first part of the guide introduces the goals of the course. Next, the student objectives of the course are listed, emphasizing the basic understanding of the following: (1) the social institutions, political institutions, economic institutions, and international relations of the Tokugawa Shogunate at the time of the expedition; (2) political and economic motivations of the Fillmore administration to send the expedition to Japan; (3) the roles of Commodore Matthew C. Perry and Masahiro Abe; and (4) the general provisions of the Treaty of Kanagawa. The student learning activities of the course are then detailed, highlighting the pre-test, an essay, group discussions, and an oral presentation. The remainder of the curriculum guide provides the method of student evaluation, the time frame for the exercise, and the pre-test instrument. Contains a bibliography. (TGI)

ED 407 970 JC 970 298

Hagan, Kay
East Meets West--An Introduction to the Design of Residential Interiors in Contemporary Asian Countries. Asian Studies Module.
PUB DATE- 97
NOTE- 19p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Architecture; *Asian Studies; Community Colleges; *Course Content; Cross Cultural Studies; Cultural Pluralism; Curriculum Guides; Foreign Countries; Foreign Culture; *Interior Design; Learning Modules; Physical Environment; Two Year Colleges
IDENTIFIERS- *Asia

This curriculum module presents information for an introductory course designed to develop a cross-cultural awareness and appreciation of the rich opportunities for growth in interior design and related fields that has resulted from the expansion of the global marketplace. First, the instructional goals of the course are outlined, suggesting that students should develop an awareness and appreciation of cross-cultural interplay, recognize the ways in which geographic, climatic, and socio-economic factors impact architecture and design, expand their knowledge of the design elements used in various countries, adapt American structural and interior furnishing collaborative, moving them toward the ideal of critical inquiry. The class guidelines are included. Contains 11 references. (Author/BCY)

ED 407 988 JC 970 329

Fersh, Seymour
CCID/MCK=Twenty Years of Creative Progress in International Education.
PUB DATE- 97
NOTE- 22p.; Cover title: "Twenty Years of Worldwide Partnerships."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *International Education; *International Educational Exchange; International Organizations; *Job Training; Leadership; Mission Statements; *Partnerships in Education; *Technical Education; Training; Two Year Colleges; *Vocational Education

Developed in 1976, the principle mission of the Community Colleges for International Development, Incorporated, is to provide mid-level personnel training and technical assistance in occupational, vocational, and technical education to developing nations throughout the world. In the late 1970s, its first contacts abroad were made with Taiwan and Surinam and its first annual national conference was held. During CCID's first decade, the foundation and development of its organization and procedures evolved steadily. Its purposes were implemented through the growth of its membership and enhanced leadership. Over time, the creative and significant development of international education in community colleges became of increasing interest to more educators and policy-makers. By 1983, CCID's leadership and achievements were increasingly recognized and valued. By 1986, its membership had increased to eleven community colleges. It also developed a new category of institutional relationship called the Affiliate, which is a cooperating institution in CCID that does not participate in its governance. In 1993, CCID established the following new membership classifications: the International Associate, the Partnership, and the Personal Associate membership. Today, there are 23 Member colleges and 55 Affiliates. In 1995, CCID continued its innovative progress with the creation of educational programs and services on-line through a "virtual" campus. Contains 12 references and a list of Member and Affiliate colleges. (HAA)

ED 407 989 JC 970 331

Miller, Margaret R.; Morgan, Samuel S.
What Is College-Level Course Work?
PUB DATE- 2 May 97
NOTE- 21p.; Paper presented at the Regional Conference on Innovations in Teaching: New Ideas/Successful Practices (North Branch, NJ, May 2, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Articulation (Education); *College Faculty; Community Colleges; *Course Content; *Course Descriptions; Course Objectives; Higher Education; *Teacher Attitudes; *Teacher Expectations of Students; Two Year Colleges; Universities

and annual duplicated completers by program by college. Section IV contains financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V provides data on facilities and college instruction. (HAA)

ED 408 007 PS 022 541

Krappmann, Lothar
Child Care as a Cultural Task = Kinderbetreuung als kulturelle Aufgabe.
PUB DATE- May 94
NOTE- 17p.; Paper presented at the Freie University Symposium, "Advances in Early Childhood Education and Care" (Berlin, Germany, May 27-28, 1994).
LANGUAGE- English; German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Cultural Influences; *Day Care; Day Care Effects; Employed Parents; Family Needs; Foreign Countries; *Young Children
IDENTIFIERS- Child Care Costs; *Child Care Needs; Child Placement; Day Care Quality; *Germany; Parent Caregiver Relationship

This paper examines the cultural context of day care in Germany and examines the quality of child care within the wider context of child care and education, especially with regard to values defining the roles of families with young children in society. Even parents who use child care question its advantages. Seeking child care is often an exhausting and humiliating experience for parents because of lack of spaces; it is also unpleasant for the day care centers that try to balance the composition of their groups. Parents are considered to be trouble makers if they question day care practices. Problems in day care centers often result from caretaker shortages, training deficits, lack of resources, and administrative inconsiderateness. Insufficient economic means make parents unhappy and force compromises in child care quality. Children's and adults' worlds have become increasingly separate from one another; the cultural underpinnings for a family life connected to day care are missing. Although there have been efforts to form communities within child care settings, day care centers do not conform to hypothesized ideal conditions of home rearing. Those responsible for socialization of offspring are under a great deal of stress. Public subsidies should be offered to parents so they can develop infant care patterns best fitting their personal values and philosophies. (Contains 16 references.) (KDFB)

ED 408 008 PS 023 210

Claus, Richard N.; Quimper, Barry E.
Prekindergarten Program Process Evaluation Report, 1994-95.
PUB DATE- Feb 95
NOTE- 29p.; For 1993-94 report, see ED 367 473.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educationally Disadvantaged; Evaluation Methods; Formative Evaluation; Language Acquisition; *Preschool Education; Program Descriptions; Program Design; Program

Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Competence; Early Childhood Education; *Family Environment; Kindergarten; Kindergarten Children; Parent Child Relationship; Preschool Children; School Readiness; *Social Adjustment; *Student Adjustment
IDENTIFIERS- Family Environment Scale; Parenting Styles

The study explored the relationship between mothers' and fathers' pre-kindergarten reports of family cohesion and children's academic and social competence in kindergarten and first grade, to assess the role of family level processes in children's adjustment to school. The family cohesion factor was divided into "disengaged," "cohesive," and "enmeshed" for the 84 families participating. Results showed no significant relationship between mothers' and fathers' reports of family cohesion and children's academic competence. However, in kindergarten, families rated by mothers as cohesive had children who were described by teachers as socially competent, and families rated by mothers as disengaged had children who were described by teachers as more aggressive. In first grade, families rated by mothers as enmeshed had children who were described by teachers as less socially isolated. Post hoc ANOVAs showed that in all cases, parents' perception of family cohesion were predictive of children's social adjustment to school. (AS)

ED 408 026 PS 025 337

Leavitt, Monita
Kids to Kids International: By Creating Picture Books Your Students Can Communicate with Children from Different Cultures.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Writing; *Cultural Pluralism; Intermediate Grades; Language Arts; Middle Schools; *Multicultural Education; *Picture Books
IDENTIFIERS- Book Production; Middle School Students

This article describes the implementation of the Kids to Kids International (KTKI) program, a student-created picture book program that gives children an opportunity to learn about and understand each other. At the Rochambeau Middle School in Connecticut, KTKI has become part of the integrated language arts program, a Writers Club, an enrichment class, and Spanish classes. The benefits of KTKI include encouraging students to think beyond their own world and become interested in learning about others, enhancement of self-esteem, and becoming change agents. In implementing KTKI, teachers talk to their students about who will be receiving and reading the books they create. Students decide which countries they would like to send books to and do some research on that country. Other decisions to be made include deciding whether students will work individually, with a partner, or in a group, and whether older students will assist younger ones. Students are guided to avoid insensitive or inappropriate themes for books sent to refugees from civil war or victims of violence. Writing begins with a brainstorming session to discuss ideas for inclusion. When students have diversity, median family income, children in single-parent families, working mothers, teens not in school and not in the labor force, and educational attainment of adults. Section 3 of the report, "County by County," presents the trends of indicators for each of the 12 counties of the state. Finally, the appendix includes notes on statistics and methodology. (AA)

ED 408 044 PS 025 438

Warren, Christine L.
Relations between Parent Behaviors and Interactional Tone and Preschoolers' Social Interaction with Peers.
PUB DATE- Apr 97
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Fathers; *Interaction; Interpersonal Relationship; Mothers; *Parent Child Relationship; Parent Influence; *Parents; Peer Acceptance; Peer Evaluation; *Peer Relationship; *Preschool Children; Preschool Education
IDENTIFIERS- *Tone (Language)

This study examined parents' behaviors and interactional tone in a family setting and children's behaviors and interactional tone with unfamiliar peers, the association between parents' behaviors and interactional tone and children's peer ratings, and the relation between children's behaviors and interactional tone with peers and children's peer ratings. Participating were 46 4-year-old children and their parents, who were representative of the larger, predominantly Caucasian, working- to middle-class community. Mothers' and fathers' interactions with their children were videotaped during a game. Children were later asked to play a game with 2 or 3 unfamiliar peers and then to rate the children in their peer group with regard to how much they enjoyed playing with them. The results indicated that mothers' positive behaviors, negative behaviors, and positive tone were related to children's greater positive tone with peers. Fathers' positive behaviors were marginally associated with fewer aversive child behaviors with peers. Mothers' positive and negative behaviors were correlated with higher ratings of their children by peers. Mothers' negative behaviors were marginally related to higher self ratings and lower ratings by peers. Parents' interactional tone and fathers' behaviors were not related to peer ratings. Children's sad behaviors with peers were associated with lower ratings by peers and with higher ratings of peers. Children's aversive behaviors with peers were marginally correlated with higher peer ratings. Children's positive interactional tone with peers was related to higher peer ratings. (Contains 14 references.) (Author/KDFB)

ED 408 045 PS 025 439

Fong, Richard
Children's Services Report Card, 1996: Measuring Minnesota's Progress for Children. Summary Report.
SPONS. AGENCY- Action for Children Commission, St. Paul, MN.
PUB DATE- Nov 96
NOTE- 12p.
LANGUAGE- English

Directors of Early Childhood Services: Experience, Preparedness and Selection.
PUB DATE- 97
NOTE- 14p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Behavior; Administrator Characteristics; Administrator Education; *Administrator Qualifications; Administrator Role; *Administrators; Child Care Occupations; Child Caregivers; Day Care; Day Care Centers; *Early Childhood Education; Foreign Countries
IDENTIFIERS- Australia (New South Wales)

The role of the early childhood director has been a neglected area of research in Australia. This study set out to address the gap in understanding of directors and the administration/management function in child care and preschool settings. Through a survey of practicing directors and a series of follow-up interviews with selected respondents, baseline data were gathered which identified the background, experience, means of recruitment, levels of satisfaction, training needs, and other concerns of administrators in a representational sample of preschool and child care centers in New South Wales. Results showed that while the cohort overall has experience in a director's role, 41 percent of directors worked in the field for less than two years before taking on the role of director. Administrators rated in-service training as much more useful than pre-service degrees or courses. Most stated that they had a full understanding of their position, or that they knew most things about it, before taking it on. A majority of respondents identified technical and human relations issues as the most difficult for them as new directors, but almost half also claimed that these issues were the ones for which they were best prepared. Most directors were motivated to pursue their positions because of their desire for a change or challenge or because of positive impressions about the job or inspiration from a specific role model. Only 5 percent were pursuing their position for the salary. Almost one-third of respondents were appointed without going through competition processes. Overall, the majority of directors reported a strong personal and professional commitment to the management role, and they reported success at foraging out their own information and support resources. (Contains 25 resources.) (EV)

ED 408 063 PS 025 465

Kelly, Alison L.; Berthelsen, Donna C.
Teachers Coping with Change: The Stories of Two Preschool Teachers.
PUB DATE- 97
NOTE- 10p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Foreign Countries; Journal Writing; Personal Narratives; Preschool Education; *Preschool Teachers; Stress Variables; *Teacher Attitudes; Teacher Role; *Teaching Conditions; Teaching Experience
IDENTIFIERS- Australia (Queensland)

In this study, 12 preschool teachers in Queensland, Australia were given opportunities to record and describe their work references.) (WJC)

ED 408 081 PS 025 483

Brostrom, Stig; And Others
Being an Active Subject as an Element of Quality in Day Care Centres. Reprints and Miniprints No. 844.
PUB DATE- Feb 96
NOTE- 16p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Behavior; Child Development; Cooperation; *Day Care Centers; Early Childhood Education; Educational Quality; Educational Research; Foreign Countries; Interpersonal Relationship; Observation; *Play; Quality of Life; Young Children
IDENTIFIERS- *Day Care Quality; *Play Learning; Sweden

This project dealt with the quality of the child's life in day care centers and aimed at a better understanding of the concept of quality. The project was based on a synthesis of knowledge from various research traditions, as well as theories of education and developmental psychology (such as Bruner, Davydov, Leontiev, Piaget, and Vygotsky). The empirical data were collected mainly by observation. A number of 5-year-old children in Danish, Finnish, and Swedish day care centers were observed three times, each time for about 2 hours. Attention was focused on a single child at a time, on his or her activities, and on the child's interactions with peers and kindergarten teachers. Qualitative descriptions of the observations were analyzed. The preliminary results indicated that the concept of quality involves on the one hand the object of the activity, and on the other hand the child as a subject of the activity with others--children and adults. Further, it seems important for the child to be a subject together with other children, and to initiate activities both on a concrete content level, and on a content level characterized by ideas: metaphors, fantasy, abstract ideas, and symbols. Findings indicated that knowledge of the quality of life from the perspective of the child would enhance the development of the quality of education and care. (WJC)

ED 408 082 PS 025 484

Dougherty, John W.
Four Philosophies that Shape the Middle School. Fastback 410.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Constructivism (Learning); *Democracy; Demonstration Programs; *Educational Philosophy; Intermediate Grades; Junior High Schools; *Middle Schools; *Participative Decision Making; *Reflective Teaching; Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Carnegie Corporation; *Invitational Education

This booklet examines four philosophical approaches which undergird the tenets of middle school: (1) invitational education; (2) democratic schools; (3) constructivist teaching; and (4) reflective teaching. An introduction discusses the involvement and television viewing were obtained from mothers through home interviews and questionnaires in year 1. Children responded to questions during the first 4 years about a series of videotaped and cartoon vignettes designed to assess social information processing. Mothers and teachers rated frequency of aggression during years 5 through 7. Findings indicated that permission to view violence and viewing frequency were modestly positively correlated with school aggression. Television violence and harsh discipline increased the proportion of variance in aggression accounted for by harsh discipline alone, and the interaction of harsh discipline with television violence accounted for a greater proportion of the variance in aggression than harsh discipline alone. Heavy viewing did not add to the variance in aggression accounted for by harsh discipline alone. Regression analyses suggested that social information processing mediates the relationship between television viewing and aggression, but that the interaction of harsh discipline and television viewing habits influences aggression directly. Children's social cognitions partly mediated the negative effects of heavy viewing on school aggression only. (Contains seven references.) (KB)

ED 408 099 PS 025 536

Hinke, Katherine Haas; And Others
A Comparison of the Moral Reasoning Skills of 4th and 6th Grade Children in Mexico and the U.S.: Gender, Care/Justice Orientation, & Culture.
PUB DATE- Apr 97
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cross Cultural Studies; *Cultural Differences; Cultural Influences; *Elementary School Students; Foreign Countries; Grade 4; Grade 6; Intermediate Grades; *Moral Development; Moral Values; *Sex Differences; Value Judgment
IDENTIFIERS- Justice Reasoning; Mexico; United States

This study investigated gender, developmental, and cross-cultural differences in the moral reasoning of 97 middle- and upper-middle class fourth and sixth graders in Mexico and the United States. A seven-item questionnaire from the Comprehension Subsections of the Wechsler Intelligence Scale for Children (Revised and III) dealing with moral standards and responsibilities was given to students, with both English and Mexican Spanish versions available in Mexico. Written responses were assessed to yield a cognitive-developmental score, a rating for care or justice orientation, and a rating for either a care, justice, both, or neither, response. Alternative solutions to the moral situations were content analyzed. Findings revealed that sixth graders had higher cognitive/developmental scores than fourth graders, with females having higher scores than males only in sixth grade. There were no significant gender, grade, or cultural differences in traditional care/justice orientation ratings. Sixth graders had a higher proportion of "both" and lower proportion of "neither" than did fourth graders. More females selected the complex category of "both" than did males, with the difference greater at the sixth than at the fourth grade level. Males in the United States scored higher than U.S.

own school in Pennsylvania, Yoder returned to Lynchburg. In 1868, he became superintendent of 24 freedmen's schools in Lynchburg and six rural counties. When the Freedmen's Bureau program ended in 1870, Yoder accepted a position in Lynchburg's new public school system, ultimately becoming principal of the city's all-Black high school and administrator of its Black schools, serving the Black community for the rest of his life. The introduction gives a history of Yoder's life and Reconstruction-era Virginia that puts the diary in context. Notes to the introduction, a description of how the diary was edited, an index, and photographs are included. (TD)

ED 408 116 RC 020 962

Hargreaves, Linda M.
Issues in Rural Primary Education in Europe: A Summary of a Symposium on Issues in Rural Education at the European Conference on Educational Research (Seville, Spain, September 25-29, 1996).
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conferences; Educational Change; Educational Needs; *Educational Research; Educational Strategies; *Elementary Education; Foreign Countries; Higher Education; Problems; *Research Needs; *Rural Education; Rural Schools; School Community Relationship; Small Schools; Teachers
IDENTIFIERS- *Europe

This paper summarizes a symposium on issues in rural education held at the 1996 European Conference on Educational Research held in Seville, Spain. The symposium aimed to gather contextual information about rural primary schools and included presentations from researchers in Sweden, Finland, Scotland, Ireland, and Greece. Participants from the Netherlands, Wales, England, and Norway also shared information about small, rural schools. The following themes emerged: (1) the large proportion of small rural schools in Europe that are disadvantaged and lack a voice in national educational policy formation; (2) the need to establish professional support for rural teachers; (3) a tendency for rural schools to be staffed by unqualified or inexperienced teachers; (4) continued rural depopulation, subsequent school closures, and in some cases intercommunity animosity; (5) the lack of research targeted specifically on rural school issues; (6) official indifference to the plight of rural schools; and (7) the implementation of educational strategies that lack adequate evaluation of their educational efficacy. The symposium also identified positive developments and areas for further research, including the renewed role of small rural schools, legislation allowing establishment of small private schools in rural areas, coverage of small rural schools in existing national databases, positive effects of locally relevant curriculum, value of interschool collaboration for mutual support, and potential of information technology to reduce isolation of rural students and teachers. This paper also addresses the possibility of developing a rural education research network and identifies areas for collaborative research. An appendix includes abstracts of four symposium presentations on rural education in Ireland, Sweden, Greece, and Finland. (LP)

1950 through 1973, focusing on its major flaw--"local enrichment"--and on myths and misconceptions of school finance. The remainder of the book details court cases, legislation, and advocacy efforts and concludes with the current status of school finance reform. Dr. Cardenas' recollections, impressions, and opinions are substantiated by a collection of documents compiled during the 27-year period that includes correspondence and memoranda, reports of meetings and conferences, financial records, legal records, and publications. The book contains 159 references on school finance, a list of 142 court cases, and an index. (LP)

ED 408 133 RC 021 047

Conger, Karen I.
A Content Analysis Study of Portable Assisted Study Sequence Mathematics Curricular Materials for Migrant Students Using the National Council of Teachers of Mathematics Standards.
PUB DATE- 25 Mar 97
NOTE- 76p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Content Analysis; Course Content; *Curriculum Evaluation; Elementary Secondary Education; Immigration; *Instructional Materials; *Mathematics Curriculum; Mathematics Education; Mexican Americans; *Migrant Education; Standards; Test Validity
IDENTIFIERS- California; *NCTM Curriculum and Evaluation Standards; *Portable Assisted Study Sequence Program

This paper reports on a content analysis of the Portable Assisted Study Sequence (PASS) mathematics curricular materials designed for migrant students in California. The study compared PASS curriculum content to the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics. The PASS Program, which serves migrant students in 165 schools in California, allows migrant students to carry portable work-text units from one school to another and to transfer credits within state and to at least 20 other states. The curricular materials analyzed for this study were the 1989 PASS curricula titled General Math A and B and the 1995 curricula titled Integrated Math A and B. The 1995 materials were developed to replace and update the 1989 materials in accord with NCTM standards. The Mathematics Materials Analysis Instrument (MMAI) was developed to quantify the relationship between mathematics materials and recommendations found in the NCTM standards. Data were obtained from data collection worksheets and word sort lists containing frequency counts for curriculum in grades 5-8 and 9-12. Word lists were manually examined for key word-in-context listings, classifications of words into content categories, and co-occurrences. Curricula were also examined by comparing titles, subheadings, section headings, student directions, and teacher guidelines. Results indicate that the 1995 PASS curricular materials measurably improved upon the 1989 materials with respect to NCTM standards. In addition, the study indicates that the MMAI is an effective and reliable instrument for measuring the extent to which curricular materials meet NCTM standards. Contains 80 references; the MMAI for grades 5-8 and 9-12; and instructions for coding, calculating, and interpreting the MMAI. (LP) difficulties in extricating Aboriginal peoples from the welfare state. Other articles concern the indigenous peoples of countries in Central and South America, Africa, and the Arctic region; India; the Philippines; Indonesia; Malaysia; and Australia. Topics covered include biodiversity, oppression, self-determination, relations with national governments, gender equality, conservation of the environment, legal status, land rights, intellectual property rights related to indigenous knowledge, and the United Nations and its agencies. (SV)

ED 408 149 SE 059 894

Quail, Gwen; Behm, Charlotte
Connections across Cultures: Inviting Multiple Perspectives into Classrooms of Science, Technology, Math, & Engineering.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 13p.; For full report, see SE 060 255. A Product of the Pac-TEC Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Career Awareness; *Classroom Environment; Educational Change; Elementary Secondary Education; Engineering Education; *Equal Education; Higher Education; Hispanic Americans; Learning Strategies; *Minority Groups; Problem Solving; Sex Differences; Student Motivation; *Technology Education

This document is an introduction to a larger manual on the Pac-TEC project. The Pac-TEC project organizes educational reform around the problem statement that mathematics, science, technology, and engineering education is not inclusive of all thinking and learning styles, and therefore is not addressing the present and future needs of the expanding, evolving culture base of the United States. The Pac-TEC project has a research component consisting of interviews, classroom trials, literature, research, discussions, textbook analysis, and visits to the learning environments of classroom teachers (N=26). The teachers were chosen from elementary to university level and 15 of those teachers are members of groups that are underrepresented in science, mathematics, engineering, and technology. The questions that guided the research phase pertained to the reasons why some students are uncomfortable with science, mathematics, engineering, and technology; possible contributions and new perspectives that women and people of minority cultures can bring to the fields of science, mathematics, engineering, and technology; a picture of what a Native-American, African-American, Hispanic-American, or woman-centered technology style would look like; and what motivates students to study and remain in science, mathematics, engineering, and technology. This document explains the reasons behind the Pac-TEC research project, how some underrepresented individuals cope with the majority educational system, and includes some sample solutions. Contains 22 references. (DDR)

ED 408 150 SE 059 968

Dossey, John A.
Essential Skills in Mathematics: A Comparative Analysis of American and Japanese Assessments of Eighth-Graders.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English

Instruction; Scientists; *Self Directed Groups; Technology; *Womens Education

This paper contains descriptions of some of the specific kinds of capital that are needed, sought, and used within two academic science support groups for women and girls that aim to be gender-sensitive. The ways in which the capital (cultural, economic, symbolic, and social) is acquired, the ways in which the groups interacted with the larger community, and how these groups create opportunities for women and girls are discussed. The paper addresses questions that pertain to the ways that group participants acknowledge, value, or discredit the capital prescribed by the science community; what type of capital is preferred; what forms of capital remain hidden from the participants' view; and what barriers prohibit the participants' full access to the capital perceived as needed by the science community. Data for this study is in the form of interviews of the leaders and participants from both the women in science group and the grade 7 through 12 science club, field notes taken during participant observation of group meetings, and analysis of group materials and other documents. Contains 37 references. (DDR)

ED 408 171 SE 060 255

Behm, Charlotte; And Others
Connections across Cultures: Inviting Multiple Perspectives into Classrooms of Science, Technology, Math, and Engineering.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 321p.; For summary introduction of this report, see SE 059 894. A product of the Pac-TEC Project.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Black Students; *Career Awareness; *Classroom Environment; Educational Change; Elementary Secondary Education; *Engineering Education; *Equal Education; Higher Education; Hispanic Americans; Learning Strategies; *Minority Groups; Problem Solving; Sex Differences; Student Motivation; Technology Education
IDENTIFIERS- African Americans; Native Americans

This book comprehensively describes the Pac-TEC project which organizes educational reform around the problem statement that mathematics, science, technology, and engineering education is not inclusive of all thinking and learning styles, and therefore is not addressing the present and future needs of the expanding, evolving culture base of the United States. The Pac-TEC project has a research component consisting of interviews, classroom trials, literature, research, discussions, textbook analysis, and visits to the learning environments of classroom teachers (N=26). The teachers were chosen from elementary to university level with 15 of those teachers being members of groups that are underrepresented in science, mathematics, engineering, and technology. The questions that guided the research phase pertained to the reasons why some students are uncomfortable with science, mathematics, engineering, and technology; possible contributions and new perspectives that women and people of minority cultures can bring to the fields of science, mathematics, engineering, and technology; a picture of what a Native-American, African-American, Hispanic-American, or woman-centered technology style would look like; and what motivates students to study and remain in science, mathematics, engineering, and technology. This document explains the reasons designed to probe teachers' knowledge of slope, their concept images and concept definitions, and their mathematical understanding. The process of analytic induction is the method used for analysis of the transcripts. Transcript analysis revealed patterns in individual teachers' responses as well as patterns in comparisons among various teachers' responses. The results of the mathematics survey provide a broad picture of secondary mathematics teachers' knowledge of the concept of slope and indicate general trends concerning the representations of slope. Contains 25 references. (DDR)

ED 408 194 SE 060 298

Wang, Jianjun; Brie, Raymond
The Impact of Sibling Composition on Student Science Achievement in P.R. China.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Family Size; Foreign Countries; *Science Education; Secondary Education; *Siblings
IDENTIFIERS- *China

This study investigates the impact of sibling ranking and the number of siblings per family on student achievement in ninth grade science. Secondary analysis was conducted based on empirical data from a key project sponsored by the China State Commission of Education in the late 1980s. Findings indicate that the science achievement of students with one or no siblings was significantly different from those with two or more siblings based on an international measure of science achievement. No significant difference was found between a single child and a child with one sibling. A small but significant correlation was also noted between sibling rank and student achievement. These findings are discussed in terms of the social and economic background in China and around the world. Contains 27 references. (Author/JRH)

ED 408 195 SE 060 299

Shayer, Michael
The Long-Term Effects of Cognitive Acceleration on Pupils' School Achievement, November 1996.
PUB DATE- 24 Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *British National Curriculum; Educational Change; *Educational Strategies; Foreign Countries; *Problem Solving; Science Education; Secondary Education; Teaching Methods; *Thinking Skills

"Thinking Science," the Cognitive Acceleration through Science Education (CASE) curriculum, is a program designed for 11-14 year olds (in the first two years of secondary school) which encourages them to reflect on their own thinking and to develop their reasoning power in tackling novel problems. This study

3 examines "What's Missing in the News: Democracy and the Media." Handouts accompanying module 3 include: (1) "You Are the Producer/Sample News Stories"; (2) "How To Analyze a News Story"; (3) "Scorecard"; (4) "Photo Opportunity"; (5) "Project Censored"; (6) "News Broadcast Story Lineup"; and (7) "Alternative News Sources." An evaluation form, follow-up ideas, and resources conclude the guide. (EH)

ED 408 217 SO 027 295

Investigating Artifacts: Making Masks, Creating Myths, Exploring Middens. Teacher's Guide: Grades Kindergarten-6. LHS GEMS.
PUB DATE- 96
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; American Indian History; American Indian Studies; *American Indians; Anthropology; *Archaeology; Cultural Background; Cultural Education; Elementary Secondary Education; *Heritage Education; Interdisciplinary Approach; *Material Culture; *Multicultural Education; *Social Studies; Teaching Guides
IDENTIFIERS- *Middens

This guide interweaves activities with major themes in science and the humanities. Drawing respectfully upon the deep, diverse, and living folkways of Native American cultures, these activities help provide students with a wider understanding of their world and a greater appreciation for cultural diversity. The unit integrates science, mathematics, art, language arts, and social science. Students use masks and myths as the subject areas in their study of cultures. Middens are introduced as a way to study archaeological findings and the process of discovery. The six sessions in the unit are entitled: (1) "Natural Collecting and Sorting"; (2) "Making Masks and Inferences"; (3) "Creating Myths"; (4) "Sharing Myths"; (5) "Uncovering the Past or What's Hidden in the Midden"; and (6) "Putting Together Clues from the Past." Resource pages accompany each session with a complete bibliography, resources listing, and literature connections. Assessment suggestions accompany the unit with a background essay for teachers before beginning the study. The debate regarding the excavation of tribal lands is also addressed in the text. (EH)

ED 408 218 SO 027 297

Zack, David; And Others
Active Citizenship Today: Handbook for High School Teachers.
PUB DATE- 94
NOTE- 145p.; Funded by the DeWitt Wallace-Reader's Digest Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; Experiential Learning; High Schools; Political Science; *School Community Programs; *School Community Relationship; Secondary School Teachers; *Service Learning; Social Studies; Student Participation; Teaching Guides

This book describes the program Active Citizenship Today (ACT), a hands-on learning project to make learning come alive for students and integrate student learning with the larger community. This handbook accompanies the student book, "The ACT

*Teacher Education Programs; Teachers
IDENTIFIERS- University of Montana
The University of Montana (Missoula) has developed its first electronically delivered graduate degree program. Participating in the collaborative effort are the School of Education, the Center for Continuing Education and Summer Programs, and the Higher Education Center at the Helena College of Technology of the University of Montana. The first graduate distance cohort is comprised of 30 practicing teachers who live in central and western Montana. They will be the first students to receive their complete graduate education via distance education from the School of Education at the University of Montana. Among the issues considered by the faculty in planning this program were: (1) collaborative degree design and content; (2) diverse student clientele; (3) collaborative consultation and planning; (4) faculty training and support; (5) faculty workloads; (6) university resources necessary for delivery of the program; (7) supervision of research activities and other projects; and (8) assessment of program delivery. So far, this distance graduate degree program in education has been considered a success by participating students and faculty. Problematic areas have been access to library and other resources and the variability in computer skills among students. Some program and institutional needs are: faculty development in the area of instructional design; structural and technical compatibility between the center in Helena and the main campus in Missoula; and a stable on-site coordinator. (Contains 16 references.) (SPM)

ED 408 239 SP 037 290

Uris, Patricia
Recommendations for the School Health Nurse in Addressing HIV/AIDS with Adolescents.
SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.
PUB DATE- 96
NOTE- 15p.; Prepared for the Nurses Campaign for Adolescent Health.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Comprehensive School Health Education; Educational Objectives; Medical Care Evaluation; *School Nurses; Secondary Education; Secondary School Students; Special Health Problems; *Standards
IDENTIFIERS- American Nurses Association
The school is a defined setting where health issues can be addressed. School nurses providing health care to adolescents who are infected or affected by HIV/AIDS need strong policies and good training to make their efforts effective. the goal of these recommendations is to strengthen adolescent HIV programs in schools and to improve standards of care for all adolescents in the school setting. The recommendations are based on two sets of standards: "School Nursing Practice: Roles and Standards" (Proctor, Lordi and Zaiger, 1993) and "Standards of Clinical Nursing Practice" (ANA, 1991). The recommendations are organized into three role areas: (1) "Provision of Direct Care"; (2) "Health Education and Research"; and (3) "Program Management/Development." Following the list of expectations for the school nurse in each role area is a list of expected practice outcomes. (SPM)

instruction; (3) opportunities for reflection about practice; (4) capacity to give and receive feedback; (5) structures and norms that encourage a problem-solving approach to teaching; and (6) role of principal. Generally, the results showed that computer-based network professional development is far from reaching its potential. Many, but not all, of the remaining problems were technical issues. Teachers inflexibility and lack of familiarity with new technology were also obstacles to an online professional development program. (Contains 24 references.) (JLS)

ED 408 258 SP 037 348

Terry, Paul M.
Teacher Burnout: Is It Real? Can We Prevent It?
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (Chicago, IL, April 8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; *Prevention; Principals; *Stress Management; Teacher Attitudes; *Teacher Burnout; Teacher Characteristics; Teachers; *Teaching (Occupation)

Excessive, prolonged stress can alter the body's normal physiologic function. If adequate coping mechanisms are not instituted, this extreme state can lead to burnout. Burnout can be experienced with physical, intellectual, social, psycho-emotional, and spiritual adaptations. It has been estimated that up to 40 percent of U.S. teachers will not be teaching until retirement. If teachers are expected to continue teaching year after year with enthusiasm, then burnout prevention strategies must be implemented. Self-assessment, stress reduction, and proper diet, rest, and exercise are essential. The principal must take part in prevention efforts as well. Principals can give positive feedback, maintain high standards, encourage professional growth, promote support systems, and utilize parent and community involvement to assist in the prevention of teacher burnout. Teachers do not need to avoid stress but they must learn how to deal with it physically and psychologically to enjoy this challenging and rewarding profession. (Contains 18 references.) (Author/JLS)

ED 408 259 SP 037 349

Zinn, Lynn F.
Supports and Barriers to Teacher Leadership: Reports of Teacher Leaders.
PUB DATE- 97
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Case Studies; Elementary Secondary Education; *Faculty Development; *Leaders; *Leadership Training; *Social Support Groups; Teacher Influence; *Teacher Role

Three issues guided the study reported here: (1) conditions education, it has received considerably less attention in teacher education. Efforts are being made to improve the situation: institutes, state projects, and at least one teacher education program are promoting it; materials are being developed; professional publications are beginning to cover gender equity issues; professional meetings are devoting some time to it; and individual teacher educators are starting to become concerned about it. (Contains 14 references.) (LL)

ED 408 278 SP 037 374

Feiman-Nemser, Sharon, Ed.; Rosaen, Cheryl, Ed.
Guiding Teacher Learning: Insider Studies of Classroom Work with Prospective & Practicing Teachers.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Doctoral Programs; Elementary Secondary Education; Faculty Development; Higher Education; Seminars; *Student Teacher Supervisors; Student Teachers; *Teacher Educator Education; *Teacher Educators; Teaching Experience; Theory Practice Relationship
IDENTIFIERS- *Guided Practice

This collection focuses on a particular kind of teacher development, called "guiding teacher learning" or "guided practice" to distinguish it from teachers' independent learning in and from teaching. The papers grew out of a seminar for doctoral students interested in developing their practice as teacher educators and developing tools to study that practice. The seminar focused on five elements that are part of any version of guided practice work: participants and their relationship, long and short-term goals, the form and content of the work itself, contextual factors, and conceptual underpinnings. After the Introduction (Sharon Feiman-Nemser), the following papers are presented: (1) "Guiding Teacher Learning: A Fresh Look at a Familiar Practice" (Sharon Feiman-Nemser and Cheryl Rosaen); (2) "Constructing a Practice: How an Educational Vision Shapes the Work of a Field Instructor and Her Teacher Candidates" (Jenny Denyer); (3) "Louise and Me: An Analysis of a Field Instructor's Practice" (Sharon A. Schwille); (4) "Dilemmas of a Field Instructor: A Search for Common Ground" (Jaime Grinberg, Deborah Harris, and Michelle B. Parker); and (5) "Learning with Experience" (Nancy Jennings, Kathleen Peasley, and Cheryl Rosaen). (ND)

ED 408 279 SP 037 375

Ganser, Tom
The Contribution of Service as a Cooperating Teacher and Mentor Teacher to the Professional Development of Teachers.
PUB DATE- Mar 97
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *Cooperating Teachers; Elementary Secondary Education; *Faculty Development; *Mentors; Student Teachers; *Student Teaching; Surveys; Teacher Attitudes; *Teacher Supervision

to support better coordination between women's studies offerings in community colleges in the system and the four-year institutions; (3) a process to review whether appropriate structures are in place at each institution to contribute to improving the climate for women students, faculty, administrators, and staff on campus; (4) additional faculty; (5) policy comparisons to avoid inequalities across the system; (6) stipends for faculty development in women's studies; and (7) better mechanisms for counting Full-Time Equivalents (FTEs) that will give due credit to women's studies programs. Three appendices provide: the consultant's vita, a list of women's studies academic offerings at each campus, and a list of women's studies program directors. (ND)

ED 408 299 TM 026 500

Fan, Xitao; And Others
Effects of Data Nonnormality and Other Factors on Fit Indices and Parameter Estimates for True and Misspecified SEM Models.
PUB DATE- 25 Mar 97
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Goodness of Fit; Mathematical Models; Monte Carlo Methods; *Sample Size; Statistical Bias; *Structural Equation Models
IDENTIFIERS- *Nonnormal Distributions; *Specification Error

A Monte Carlo study was conducted to assess the effects of some potential confounding factors on structural equation modeling (SEM) fit indices and parameter estimates for both true and misspecified models. The factors investigated were data nonnormality, SEM estimation method, and sample size. Based on the fully crossed and balanced 3x3x4x2 experimental design with 200 replications in each cell division, a total of 14,400 samples were generated and fitted to SEM models with different degrees of model misspecification. The major findings are: (1) mild to moderate data nonnormality has little effect on SEM fit indices and parameter estimates; (2) estimation method has considerable influence on some SEM fit indices when the model was misspecified, primarily on those comparative model fit indices; and (3) some fit indices are susceptible to the influence of sample size, and show moderate downward bias under smaller sample size conditions. Previous studies in this area have simulated a correctly-specified true model, and fit indices were found to behave consistently under different estimation methods. That finding may need to be assessed again, because considerable discrepancy of some fit indices between the two estimation methods was observed for misspecified models. It is critical that simulation studies be conducted in the presence of model misspecification. (Contains 1 figure, 8 tables, and 54 references.) (Author/SLD)

ED 408 300 TM 026 501

Guskey, Thomas R.
The Relationship between Socioeconomic Characteristics and School-Level Performance Assessment Results.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English

instructional program for statistics called "Hypothesis Testing--the Z-Test" in order to establish baseline data for integrated media-based instruction or a hypermedia learning environment. The scaffolded instruction as evaluated in terms of knowledge maintenance and transfer by comparing it to full-support instruction and least-support instruction. Findings from 75 college students provide evidence that the scaffolded computer-based instruction promoted knowledge maintenance and improved independent knowledge application, while promoting learning consistently across individuals. Results also show that a dynamic measure of the learner's ability is a better predictor of the learning outcome for subjects using this scaffolded instruction than static measures. The model provides a systematic way to link the concept of scaffolding to integrated media design features using both support building and support fading techniques. (Contains 2 tables, 6 figures, and 17 references.) (SLD)

ED 408 318 TM 026 571

Nash, John B.; Moroz, Pauline A.
An Examination of the Factor Structures of the Computer Attitude Scale.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Anxiety; Computer Attitudes; *Factor Analysis; *Factor Structure; Teacher Attitudes; *Teachers; Test Construction; *Test Reliability; Test Use; Test Validity; *Training
IDENTIFIERS- *Computer Attitude Scale

The first study described in this paper estimates the reliability of the four subscale versions of the 40-item Computer Attitude Scale (CAS), an instrument designed to measure attitudes toward learning about and using computers. It provides detailed information about the factor patterns of CAS subscales and evidence of the differential validity of the CAS among four groups with differing intensity of computer usage. A second study addresses the ambiguity of the computer confidence and computer anxiety CAS subscales. In the first study, 208 subjects (mostly certified teachers) completed the CAS. Correlations and exploratory and confirmatory factor analysis were used to analyze the data. The results confirm that the confidence and anxiety subscales measure along the same continuum. A new, smaller, subscale was created to reflect this relationship. In addition, a new factor, attitudes toward academic endeavors associated with computer training, was named. In the second study, 104 subjects completed the revised computer confidence/anxiety and computer liking subscales of the CAS. Exploratory and confirmatory factor analyses support the stability of the newly formed factor for confidence/anxiety. The CAS may now be interpreted as a 34-item scale covering computer liking, perceived usefulness of computers, computer confidence and anxiety, and attitudes toward academic endeavors associated with computer training. (Contains 5 tables and 29 references.) (Author/SLD)

ED 408 319 TM 026 572

1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Attribution Theory; Behavior Patterns; *Career Choice; Causal Models; Cultural Background; *Disadvantaged Youth; *Elementary School Students; Foreign Countries; Grade 5; Grade 6; Ideology; Intermediate Grades; Locus of Control; *Low Income Groups
IDENTIFIERS- *Brazil; Effort

How low-income Brazilian students explain their school performance and the predominant achievement causes were studied. The relationship between achievement attribution and school achievement and students' conceptions of choice, career, agency, and relationship with achievement were also studied, using the causal attribution theory of B. Weiner. Subjects were 93 fifth- and sixth-grade students, 45 academically successful and 48 unsuccessful. Most of them attributed their performance to internal causes. Revealing the cultural/ideological value of individual effort the predominant attributions were personal effort, study, and classroom behavior. Success is attributed to internal and controllable factors and failure to internal and uncontrollable factors. The idea of career was associated with an occupation one chooses for a whole life with effort and study. Students believed that each person has freedom to choose a life career. Discourse of these students was consistent with the liberal ideology that transmits the illusion of freedom of choice and the possibility to do whatever one might desire. In more concrete assessments like expectations of schooling and work, the discrepancy between dream and reality appeared. The number of students who dream of college was much larger than the number who believed they would actually go to college. Self-agency and destiny, although opposing ideas, co-existed for many students. This paradox is explained by the obvious contradictions in Brazil where extreme wealth and poverty exist side by side. (Contains nine tables and six references.) (SLD)

ED 408 338 TM 026 591

Moffett, Barbara S.
Development of a Peer Evaluation Model for Clinical Teaching Faculty.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Clinical Teaching (Health Professions); *College Faculty; *Evaluation Methods; Feedback; Higher Education; Nursing Education; *Peer Evaluation; Professional Development; Program Evaluation; Surveys

A study was conducted to develop a model for peer evaluation of clinical teaching faculty in nursing education. The model was designed to be piloted for use in faculty development and evaluation. A survey form requesting specific information about peer review processes currently in use was mailed to the program administrators of 465 nursing education programs. A total of 282 surveys (61%) were returned. In addition, surveys about strengths and weaknesses of the peer evaluation system were completed by 243 nursing faculty members. Results of the

Data Disks; *Portfolio Assessment; Portfolios (Background Materials); *Professional Education; *Resumes (Personal)
IDENTIFIERS- San Jose State University CA

This paper discusses a technological enhancement of traditional portfolios, electronic CD-ROM portfolios. The Division of Technology at San Jose State University offers a concentration in document design and management (DDM) to prepare students for the future in global communications. As part of the requirements for graduation in the DDM concentration, students were required to complete an electronic portfolio of academic and work experiences, using this activity as a capstone experience in order to demonstrate proficiency and to create a multimedia work to showcase the work done in their educational career. The electronic portfolio was piloted in 1996 with 14 students. Four students presented electronic resumes in the model of traditional paper-and-pencil resumes with few multimedia features. The second group of four resumes maintained the structure of the traditional resume but expanded each section with multimedia features such as videos and sound. The last group of six resumes broke with tradition and created new structures with complex multimedia features. These resumes demonstrated the way in which electronic resumes, as outgrowths of portfolios, can encourage students to express themselves visually. (Contains 8 figures and 13 references.) (SLD)

ED 408 357 TM 026 757

Manrique, Fernando; And Others
Effects of Spatial Ability Levels and Presentation Platform on Performance of a Pictured Rotation Task.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Uses in Education; Higher Education; Instructional Design; *Performance Factors; *Spatial Ability; Virtual Reality
IDENTIFIERS- *Presentation Mode; *Rotation Tasks

This study investigated the effects of two levels of spatial ability--high spatial, low spatial--and two different presentation platforms--virtual reality, computer monitor--on performance of a pictured rotation task over two consecutive trials. Performance was measured by response time and accuracy. The 24 male and 8 female subjects (college freshmen in a Reserve Officer Training Course) were blocked by spatial ability and performed the pictured rotation task on both the virtual reality and the computer monitor platforms. The order of the presentation platforms was counterbalanced across subjects. Results indicate that subjects with high spatial ability responded significantly faster and were more accurate on the rotation task than those with low spatial ability. There was a significant difference in accuracy for the virtual reality platform over the computer monitor platform. Both spatial ability groups also had significant decreases in response times on the second trial. The findings relate directly to the design of instructional platforms as well as future studies on spatial ability differences. (Contains 1 illustration, 2 tables, 3 figures, and 10 references.) (Author/SLD) for materials and resources were requirements for authentic multicultural materials that reflect global themes. The home-school connection criteria provided for letters to parents in the family's primary language. Implementation of these criteria should help ensure a balanced literacy program for all the city's students. Two appendixes discuss group participant response categories and present the teacher response form. (Contains two figures, nine tables, and five references.) (SLD)

ED 408 375 UD 031 724

Rode, Ronald G.; And Others
High Achievement in Reading in San Diego City Schools. No. 710.
PUB DATE- 12 Mar 96
NOTE- 121p.; Assessment, Research, and Reporting Team Report.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Students; Educational Practices; Elementary Secondary Education; *High Achievement; *Hispanic Americans; Language Arts; *Reading Achievement; Reading Programs; Tables (Data); Teacher Surveys; Teachers; *Urban Schools
IDENTIFIERS- African Americans; Educational Indicators; Hispanic American Students; *San Diego Unified School District CA

The San Diego City Schools system has set as one of its highest priorities the improvement of reading achievement throughout the district. This report was produced to profile, using a variety of indicators, the schools with the highest reading achievement. The study of reading achievement included two components, a teacher survey and reading achievement indicators. Teachers selected to respond to the survey taught at schools that ranked among the top schools for California Learning Assessment System rankings for reading (12 elementary, 8 middle and junior high, and 5 senior high schools). Reading achievement indicators considered were: (1) achievement compared to statewide comparison groups; (2) school rank in the city school system; (3) achievement of Hispanic students; and (4) achievement of African American students. Results were compared with the 1993 survey. There were few marked differences. For the language arts program and classroom practice, teachers reported higher agreement than in 1993 that they were implementing best practices and using them routinely. Teachers at the schools identified for high achievement in reading, in general, hold beliefs that are reflective of what one would expect from a model language arts program. The majority report that they hold the same learning expectations for all the city's students. Two appendixes present the teacher survey and the reading indicators for the chosen schools. (Contains 6 figures and 21 tables.) (SLD)

ED 408 376 UD 031 725

Fass-Holmes, Barry; Ciriza, Frank
Progress Report on the Reading Recovery Program, 1995-96. No. 716.
PUB DATE- 16 Dec 96
NOTE- 54p.; Assessment, Research, and Reporting Team Report.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Grade 1; Hispanic Americans; *Minority Groups; Primary Education; *Program Effectiveness;

*Urban Youth; *Youth Clubs
IDENTIFIERS- Colorado

The Foothills City Youth Club (Colorado) is a nonprofit organization in an urban community at the base of the Rocky Mountains. Most of the children it serves are disadvantaged, and the club's membership is racially and ethnically diverse. The present youth club was formed when two youth organizations, viewed as similar in mission and practice, but different in population, programming, and philosophy, were forced by economics to merge. Although the local government and the community funding agency saw this merger as a way to save money, the move actually cost money, as the unified club was required to hire more staff and develop more programs. Even as the youth club has grown, its funding has decreased. The mission statement calls for providing for the "special needs of girls and the special needs of boys," but this is not easy to accomplish. The club's leadership believes that girls face oppression in society daily because of their sex, and that gender-specific programming is needed to aid girls in confronting that oppression. Providing this programming in the face of economic and social constraints and allowing for adequate programming for boys causes abundant contradictions that hamper the advocacy for youth envisioned when the youth club was formed. This constraints exclude some children from full participation in opportunities and benefits that could foster eventual economic success. (Contains 1 table and 14 references.) (SLD)

ED 408 395 UD 031 748

Beauboeuf-Lafontant, Tamara
I Teach You the Way I See Us: Concepts of Self and Teaching of African-American Women Teachers Committed to Social Justice.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Elementary Secondary Education; *Females; Moral Values; Political Attitudes; Qualitative Research; *Self Concept; *Teacher Role; Teaching Methods; Urban Schools; Urban Youth; *Women Faculty
IDENTIFIERS- African Americans; *Maternal Responsiveness; *Social Justice

This paper reports findings from a qualitative study of the nature of teachers' connections with their African American students. It is based on three rounds of interviews with six African American women teachers who had used the social justice curriculum "Facing History and Ourselves." The teachers ranged in age from the mid-twenties to the mid-fifties, and had between 2 and 23 years of classroom teaching experience. All had taught in urban junior and senior high schools, and three were currently employed as teacher educators. The most striking aspect of their self-concepts as teachers was the way in which they brought maternal urgency to teaching. They compared teaching to parenting and saw themselves in a maternal role. They did not consider their gender a liability, but saw it as a touchstone for their insights as educators. Their pedagogy was also derived from their political attitudes and their recognition that there are relationships between schools and society that differentially structure the successes and

ED 407 952 IR 056 393

Wolfe, Lisa A.
Library Public Relations, Promotions, and Communications: A How-To-Do-It Manual. How-To-Do-It Manuals for Librarians Number 75.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Analysis; *Communications; Community Involvement; Institutional Advancement; Internet; *Libraries; Library Associations; Library Development; *Library Extension; Library Services; Outreach Programs; *Public Relations; *Publicity; *Strategic Planning; Volunteers
IDENTIFIERS- *Communication Strategies; Goal Clarity; Library Publications

This book provides an introduction to basic communications concepts, a step-by-step process for developing and implementing a library public relations/communications plan, and descriptions of effective library communications tools and strategies. Detailed examples of the application of solid communications planning in school, public, academic, and special libraries are included. Each example demonstrates that a clear communications goal and a plan for achieving it are the key components to success in a public relations effort. Each chapter also includes samples and guiding questions to assist in evaluating and using available communications resources. The book is divided into 14 chapters: (1) Thinking about Public Relations and Communications for Your Library; (2) Developing Your Library's Public Relations/Communications Plan; (3) Defining Your Library's Message and Audience; (4) Developing a Corporate Identity for Your Library; (5) Creating Effective Print Communications; (6) Media Coverage; (7) Telling Your Story through Volunteers; (8) Community Involvement as a Public Relations Tool; (9) Creating an Environment that Supports Your Message; (10) Using Technology To Tell Your Library's Story; (11) Programs and Special Events as Communications Tools; (12) Creating a Professional Network; (13) Public Relations Challenges in Different Types of Libraries; and (14) Evaluating Your Efforts. An appendix includes an outline and samples for a public relations/communications plan. Includes a subject index and 22 references. (Author/SWC)

ED 407 953 IR 056 394

Goodson, Carol F.
The Complete Guide to Performance Standards for Library Personnel.
PUB DATE- 97
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Evaluation Criteria; *Job Performance; Legal Problems; *Library Personnel; Library Policy; *Library Standards; Paraprofessional Personnel; Peer Evaluation; *Personnel Evaluation; Professional Personnel; Program

materials to the living environments of foreign countries, and develop their understanding of the global economy. Next, the instructional objectives, assignments, activities, and evaluation methods are detailed, indicating that course readings, library research, field trips, a research paper, design projects, and pre- and post-tests would be included as part of students' activities. A description of the audiovisual resources that are to be used as an introduction to the module, the course pre-test, and a list of expected connections to be made beyond the classroom by students are included as well. The final sections contains annotated bibliographies and lists of additional resources for both students and instructors. (MAB)

ED 407 971 JC 970 299

Finkelston, Candy
Locating Asian Materials in the Meramec Library. Asian Studies Module.
PUB DATE- 97
NOTE- 21p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Community Colleges; *Course Content; Curriculum Guides; Foreign Countries; *Information Seeking; Learning Modules; *Library Instruction; Library Materials; *Library Skills; Search Strategies; Two Year Colleges; Users (Information)
IDENTIFIERS- *Asia; Saint Louis Community College at Meramec MO

This curriculum guide introduces the different components of a library science course which provides students with the basic skills to search Asian sources and materials. The first part of the curriculum guide discusses the student objectives of the course, which is designed to provide students with expanded knowledge of searching CD-ROM programs for Asian topics, sources in the reference collection, Asian periodicals, Asian topics in the learning lab collection, using reference sources for Asian topics, and approaching Asian research in a library. The second part describes the on-line library system, explains how to conduct a subject or keyword search, and presents examples of selected titles. The third part provides descriptions and/or examples of the following: (1) specialized resources that list national and international organizations; (2) nonprint materials such as videos; (3) periodicals; (4) indexes; (5) a specialized full-text CD-ROM database containing newspaper and magazine articles of the ethnic and minority press in the United States; (6) selected sources for possible purchase of Asian materials; (7) campus bibliographies; (8) potential contacts at other institutions; (9) specialized biographical source; and (10) Internet resources. Finally, sample searches using the on-line library are provided. Includes instructions, definitions, and helpful hints for conducting searches. (TGI)

ED 407 972 JC 970 300

Inyang, Ambrose
The Dynamics of Social Stratification in Contemporary Asian Societies. Asian Studies Module.
PUB DATE- 97
NOTE- 21p.; For the related instructional modules, see JC 970 286-299.

Although cooperation between community college and university faculty regarding the characteristics of college-level coursework has been difficult to attain, the development of such standards could reduce frustration and costs for transfer students and help reduce duplication of efforts. In an effort to find areas of agreement on such characteristics, interviews were conducted with four mathematics and four English faculty at Maryland's largest university and four mathematics and five English faculty at the state's largest community college. Participants were asked to describe the defining characteristics of college-level coursework in as much detail as possible. An analysis of responses indicated that there were more similarities than differences among respondents and resulted in the identification of the following eight categories of characteristics, ranked in order by the number of interviewees citing them: (1) problem-solving, using higher order thinking skills; (2) mastery of subject matter, or a deep understanding rather than rote memorization; (3) connections within and across disciplines; (4) student maturity, including taking responsibility for learning; (5) the measure that they build on knowledge bases from high school; (6) course content, including approaches to teaching and complexity; (7) pedagogical issues related to writing, reading, evaluation, and textbook use; and (8) the rigor of material, or the measure that it challenges students. Contains 11 references. (BCY)

ED 407 990   JC 970 332

Reichard, Donald L.; Hackley, Vic
Community-Based Programming: Expanding the College Mission of the 21st Century.
PUB DATE- May 96
NOTE- 13p.; Prepared as part of the Annual Forum Series of the Academy for Community College Leadership Advancement, Innovation, and Modeling sponsored by North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Community Leaders; *Education Work Relationship; Illiteracy; *Industrial Education; *Institutional Mission; *Job Development; Job Training; *Labor Force Development; Poverty; Rural Schools; School Community Relationship; Two Year Colleges
IDENTIFIERS- North Carolina

There is increasing evidence that American schools are doing a poor job of preparing students for the work force. Several studies have concluded that North Carolina has the worst school-to-work educational training system in the industrialized world. America's educators still have not learned how to deal with the problems that poverty creates for the teaching-learning process, and the erratic reforms in education have been given no time to work. Leaders in these critical times must view their responsibilities from a distant enough perspective to note the linkages among the various social institutions. Educational improvement will be accomplished through the state's community colleges, whose mission includes as a central component the provision of community leadership or work force development. In 1990, Duplin County (North Carolina) felt it was at a turning point; its community college was not satisfied with how it was being received in the community. After applying, it was chosen as a pilot challenge in the

Effectiveness; Program Evaluation
IDENTIFIERS- *Saginaw City School System MI

The Saginaw Prekindergarten program for educationally disadvantaged children is designed to provide 4-year-old children with an environment that will enable them to develop skills needed for future success in school. The process evaluation conducted in 1995 consisted of an on-site, half-day classroom observation at 8 of the 15 prekindergarten classrooms. Observations focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms. The observations revealed that: (1) activities to meet educational objectives, which are supposed to occur daily, were taking place in all eight classrooms (100 percent); (2) a record of parent participation was being maintained in all of the 15 classroom sites; and (3) teachers were employing language production/enhancement techniques but with wide variation in frequency by site. Overall, observations of the classroom revealed that the program is operating as planned; however, there are some areas which can be improved, including an inservice on how to increase the frequency of restatement of student-produced responses would be an improvement. (Appendices present prekindergarten participants by building, three observation instruments, and information on the number of times teachers employed certain language-enhancement techniques.) (WJC)

ED 408 009 PS 023 323

Schultz, Thomas
National Association of State Boards of Education: Testimony before the U.S. Senate Committee on Labor and Human Resources.
PUB DATE- 21 Apr 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cooperative Programs; Coordination; *Early Childhood Education; *Educational Policy; Family Programs; Family School Relationship; Government Role; *Government School Relationship; Hearings; Partnerships in Education; Public Education; *Public Schools; School Community Programs; School Community Relationship; *School Readiness
IDENTIFIERS- Family Resource and Support Programs; Family Support; *Project Head Start

This paper consists of a transcript of the testimony of the Director of Early Childhood Services at the National Association of State Boards of Education (NASBE) before the U.S. Senate Committee on Labor and Human Resources on April 21, 1994. The testimony addresses the issue of improving the connections between early childhood programs and public schools. The testimony indicates that the NASBE is increasingly concerned with the challenges of creating a more seamless, comprehensive, equitable system of early childhood and family support services and linking those programs to the public education system. The testimony focused on three points: (1) early childhood programs make a positive difference in the skills, knowledge, confidence, and social capacities of children and families; (2) public schools fail to sustain this positive momentum when children and parents move into kindergarten and the primary grades; and (3) full advantage should be taken of current legislative reforms in Head Start and Title 1 programs to create incentives for more effective partnerships between schools and early childhood programs. (SD) developed a web of topics, they select one topic for their focus. The writing process approach includes prewriting, the rough draft, editing, revising and editing, and developing the final draft. (KDFB)

ED 408 027 PS 025 361

Modigliani, Kathy
Parents Speak about Child Care. Second Edition.
SPONS. AGENCY- Dayton-Hudson Foundation, Minneapolis, MN.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Day Care; *Day Care Centers; Day Care Effects; Decision Making; *Parent Attitudes; Parent Role; *Parent Teacher Cooperation; Preschool Education; Teacher Attitudes
IDENTIFIERS- Concerns Analysis; *Day Care Selection; Parent Caregiver Relationship; *Preschool Selection

The Wheelock College (MA) Family Child Care Project conducted 23 focus discussions of parents' child care experiences. Participants were groups of 8 to 12 parents in 9 U.S. cities. These groups were equal in their use of family child care (either in the provider's home, or in child care centers and preschools). This document presents a thematic analysis of the videotapes resulting from the project. Part 1 of the document analyzes the parents' child care concerns, values, and attitudes. Part 2 analyzes what parents look for in child care. Part 3 interprets the meaning of the findings and their implications. Part 4 presents the caregivers' perspective and their relationship with the parents. Part 5 looks at the separate worlds of mothers and caregivers, the resulting interference in this partnership, and the cultural barriers that prevent the reform of the existing child care system. Among the findings are: arranging for child care is the mother's job; choosing and using a child care arrangement for the first time is very difficult; parents and caregivers live in two different worlds, which may prevent them from working together in the best interest of the child; and there is a need for parent education and consumer awareness around child care issues. (AS)

ED 408 028 PS 025 384

Westerman, Michael A.; And Others
Interpersonal Defense: School-Aged Children's Understanding of the Effects of Conflict and Feed Forward Consequences.
PUB DATE- Apr 97
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academically Gifted; Age Differences; *Children; Comparative Analysis; *Conflict Resolution; Coping; Discourse Analysis; Elementary Education; Interaction; Interpersonal Relationship
IDENTIFIERS- New York City Board of Education

This study used an interpersonal model of defense to examine children's understanding of how defense affects ongoing

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Child Welfare; Children; Comparative Analysis; Counties; Day Care; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Infants; Mortality Rate; One Parent Family; Prenatal Care; Runaways; Sexual Abuse; Sexuality; *Social Indicators; Substance Abuse; Suicide; Tables (Data); Volunteers; Youth Problems
IDENTIFIERS- Aid to Families with Dependent Children; Food Assistance Programs; *Indicators; *Minnesota; Out of Home Care

This report was developed by Minnesota Planning to help counties measure their progress toward meeting the Minnesota Milestones goals for social and educational services for children. The report card is composed of 21 indicators of children's well-being. Since the 1994 report card was released, Minnesota has made progress in eight areas (1) abused or neglected children; (2) births with no prenatal care; (3) students physically abused or who saw abuse; (4) sexually abused students; (5) family alcohol abuse; (6) sexually active students; (7) students involved in fighting; and (8) children receiving Aid to Families with Dependent Children. Negative findings are associated with the following eight indicators: (1) runaways; (2) juvenile apprehensions; (3) children placed out of home; (4) twelfth-grade dropouts; (5) newborns, low birth weight; (6) mothers under 18; (7) students who drink and drive; and (8) students who smoke. There were mixed results for three indicators: (1) student alcohol use; (2) student attempted suicide; and (3) volunteering, and no change for one indicator, infant mortality. Data are currently unavailable for changes in the percentage of children in poverty. Trends between 1994 and 1996 are compared in this summary, and an average composite rank is compiled for each county. In addition, indicators are grouped around common themes for analysis, and the counties with the 10 top and bottom rankings are identified. (AA)

ED 408 046 PS 025 445

An Overview of Full-Day Kindergarten.
PUB DATE- Apr 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternate Day Schedules; *Full Day Half Day Schedules; *Kindergarten; Outcomes of Education; Primary Education; Program Development; Program Evaluation; Scheduling; School Schedules
IDENTIFIERS- *Ohio; State Policy

This document provides an overview of full-day kindergarten, identifying the states requiring local school districts to offer full-day kindergarten; summarizing some of the national research on the effects of full-day kindergarten classes; describing current kindergarten practices in Ohio; and explaining proposed state budget appropriations relating to full-day kindergarten. Nationally, 12 states and the District of Columbia require full-day kindergarten availability. The most positive impact of full-day kindergarten is on children at risk of retention or academic failure. In most studies, full-day students show somewhat higher academic or social within their specific teaching context, as well as within the wider contexts of the school campus and the educational and social system. Subjects kept a reflective journal each day over a 2-week period, and entries frequently identified the influence that mandated educational change had on daily work. The keeping of the journal and a follow-up conversation enabled the creation of teachers' stories about their experiences. Two of the teachers' stories, chosen because they encompassed many of the themes present in the other stories, illustrated that the role of the preschool teacher in Queensland is in a process of redefinition. These teachers believed that it was becoming increasingly difficult to meet their personal expectations about the role of early childhood education, with teaching responsibilities increasingly crowded by other work demands. The teachers found in difficult to integrate their work into the primary school organizational structure because they were accustomed to considerably more autonomy, and they were unclear about their role in relation to their associated school. A predominant theme in their stories was that the role of early childhood teacher has been affected by the elimination of the Preschool Directorate in the Queensland Education Department. This loss of representation and practical support resulted in feelings of powerlessness to contest school and social demands. (Contains 9 references.) (EV)

ED 408 064   PS 025 466

Perry, Rosemary; And Others
A Teaching and Learning Initiative Using Audiographics-
  Conferencing Some Emerging Issues.
PUB DATE- 97
NOTE- 11p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers,
  "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Educational Media;
  *Educational Technology; Foreign Countries; Higher Education;
  *Program Evaluation; Student Attitudes; Teacher Attitudes;
  *Teleconferencing; Telephone Instruction
IDENTIFIERS- Audiographic Learning Facility; *Audiographics;
  Australia (Queensland)

This study investigated a trial use of simultaneous telephone a computer (audiographics) conferencing to teach a Master of Education unit, "Early Childhood Curriculum Design Issues," at the Queensland University of Technology in 1994. Data were collected in written form from students, lecturers, and observers concerning their experiences, focusing in particular on problems they had encountered, the impact of the technology on their learning, and suggestions and advice for the future development of the approach. Results showed that overall, students rated the sessions as being at least as effective as conventional on-campus methods. Audiographic conferencing was rated most highly in terms of keeping students' attention and in developing a class atmosphere conducive to learning; it was seen to be least effective in terms of allowing students to discuss topics with each other. Lecturers' reflections suggested that their feelings progressed from an initial state of anxiety about using the equipment to an enthusiasm for its possible benefits. Observers' comments corresponded with lecturers' observations. Findings indicated that, provided the pedagogy is clearly articulated and the technology regarded as a tool in its implementation, audiographics conferencing is a promising teaching tool. (Contains 17 references.) (EV) history of the middle school movement, lists characteristics of exemplary middle schools, presents recommendations of the Carnegie Task Force for middle school operation, and summarizes the functions of middle schools. A chapter is devoted to each of the philosophical movements; in each chapter, the philosophy is defined, its major principles elucidated, and its implementation at the middle school level discussed. Invitational education involves working from a language that expresses care, reflected through modeling, dialogue, practice, and confirmation. The basis of democratic schools is to make a commitment to conditions and processes that make mutual respect and continuous dialogue possible for all participants. Constructivist teaching entails a belief that learning is a social process in which teachers help learners to internalize and reshape information or reinvent their knowledge. Reflective teaching requires teachers to think seriously about the origins and consequences of their pedagogy and about the situations and constraints embedded in the instructional, curricular, school, and social contexts in which they work. The four philosophical movements are complementary and provide a sound basis for educators to provide meaningful experiences for young adolescents. (Contains 43 references.) (Author/KDFB)

ED 408 083 PS 025 485

Landsverk, Ruth Anne
Families, Communities, Schools--Learning Together, Spring 1997. Bulletin No. 97268.
PUB DATE- 97
NOTE- 34p.; For Fall 1995 guide, see ED 392 524. For Fall 1996 guide, see PS 025 389.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Health; Elementary Secondary Education; *Family School Relationship; Fathers; Health Promotion; Libraries; *Parent Participation; Parent Responsibility; Parent Role; *Parent School Relationship; Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; Parenting Skills; Parents as Teachers; Participative Decision Making; Partnerships in Education; Reading Instruction; School Community Relationship; Volunteers
IDENTIFIERS- Wisconsin

The Families in Education Program of the Wisconsin Department o Public Instruction has existed since 1987 to increase awareness of the need for schools to involve parents as true partners in the education of children. This 1997 parents' guide presents ways that parents and families of both younger children and high school students can become involved in their children's academic success. Articles from this issue have information on the following topics: what parents want from schools and ways to keep parents informed; action team leadership; creating joint ownership in the future (parents' role in making school budget decisions); a school enhancement team; how to assure healthy communities and healthy youth; family and community town suppers; volunteering; father participation in school learning; paired reading; ways to help with summer reading; and a description of how Wisconsin libraries make communities into learning places, focusing on seven Wisconsin libraries. Also included are a parent interview form on best school practices; a community health checklist illustrating the need for a females on the care category, with the reverse the case for Mexican subjects. Qualitative analysis suggested cultural influences on moral reasoning responses, with Mexican children more likely than U.S. children to look for the owner of a found purse rather than the police, and to be concerned about control/organization in rule-guided games and privacy rights in voting. (Contains 14 references.) (KB)

ED 408 100 PS 025 538

Dodge, Diane Trister; Phinney, Joanna
Guia para los padres sobre educacion preescolar (A Parents' Guide to Early Childhood Education).
PUB DATE- 96
NOTE- 27p.; For the 1991 edition of this booklet, see ED 344 660. For the English version, see ED 321 859. For the Chinese version, see PS 025 539.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; Child Rearing; Educational Objectives; Educational Philosophy; Guidelines; Learning Activities; Outcomes of Education; *Parent Child Relationship; *Parents as Teachers; *Preschool Children
IDENTIFIERS- Developmental Curriculum

This handbook, entirely in Spanish, was originally intended for parents whose children attend programs which use "The Creative Curriculum for Early Childhood" (CCEC), but the information is also useful to parents whose children attend early childhood programs using other curriculum models based on child development theories. The purpose of the handbook is to explain ways parents and teachers can work together at home and at school to help children acquire the skills, attitudes, and habits to do well in school and throughout life. The guide explains the CCEC program's philosophy and goals. It describes what children are learning while engaged in particular CCEC program activities and what they learn from the environment, the daily schedule, conversations, and at home in the dining room, living room, kitchen, children's bedroom, bathroom, and outside. Concluding remarks stress that the key to providing successful learning experiences for young children is to figure out what interests the child and use those interests to engage him or her in actively exploring and learning about the environment. It is emphasized that every place is a learning environment for a child, regardless of where the family lives or in what kind of home the family lives. (RH)

ED 408 101 PS 025 539

Dodge, Diane Trister; Phinney, Joanna
A Parent's Guide to Early Childhood Education. Chinese Edition .
PUB DATE- 95
NOTE- 27p.; For English version, see ED 321 859. For Spanish version, see PS 025 538.
LANGUAGE- Chinese
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; Child Rearing;

ED 408 117 RC 020 970

Darwin, Clayton M.
"Now, This Is a True Story."
PUB DATE- Dec 95
NOTE- 23p.; For "The Education of Little Tree," see ED 272 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; Authors; Autobiographies; Books; *Cherokee (Tribe); Childrens Literature; Elementary Secondary Education; *Literary Criticism; *Story Telling
IDENTIFIERS- Appalachian Culture; Authenticity; Carter (Forrest); *Education of Little Tree (The); United States (South)

This paper presents a cultural/historical interpretation of "The Education of Little Tree," a children's book by the late Forrest Carter. The 1976 book, which sold over 700,000 copies and was widely used in classrooms to present Native American values and lifestyles, is the story of an orphaned boy named Little Tree, raised by his Cherokee grandparents in the Tennessee mountains during the Depression. Because the book's cover carried the subtitle "A True Story by Forrest Carter," critics charge that the author presented the book as an autobiography and true representation of Native American culture. In 1991, Forrest Carter was exposed as the late Asa Earl Carter, a Ku Klux Klan terrorist and right-wing radio announcer. The revelations caused an upheaval among readers and proponents of Carter's work. This paper suggests that Carter's representation of the book as a "true story" simply reflects a cultural tradition of storytelling in the South and that the author did not intend to misrepresent his work. For example, it is apparent that the Native American themes in the book are not the "truth" and are simply added to make the story more interesting. Carter's story does not accurately reflect Cherokee beliefs about creation and the natural order, nor their hunting, farming, and social practices. Although Carter's themes are more representative of Appalachian culture than Cherokee culture, the "truth" in the story is that Carter is portraying his own beliefs and experiences. What Carter has done is give the reader his philosophy on the three relationships that every person will encounter in life: spiritual, human, and environmental. The controversy over this book results from a failure to understand the culture of the author. This book is indeed a "true story" in the Southern sense of the phrase, and Forrest/Asa Earl Carter is indeed a true storyteller. (LP)

ED 408 118 RC 020 971

Goodman, Wylie; Rife, Christine
Support for Native Americans with Developmental Disabilities.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- 26 Apr 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcoholism; American Indian Culture; American Indian Education; Cultural Influences; *Delivery Systems;

ED 408 134 RC 021 048

Williams, Janice E.
Relating Affective and Cognitive Study Strategies to Self-Regulated Learning for Rural At-Risk Students.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Cognitive Style; *High Risk Students; *High School Students; High Schools; Learning Strategies; Rural Education; Self Efficacy; *Student Motivation; Student Surveys; *Study Skills
IDENTIFIERS- *Self Regulated Learning

Social cognitive theory suggests that students use both affective and cognitive study strategies in directing their own learning processes. This study explored the correspondences between both strategy types and the self-regulated learning of rural at-risk students. Sixty-seven 11th- and 12th-graders from 12 rural high schools completed the self-regulated learning subscale from Bandura's Multidimensional Scales for Perceived Self-Efficacy. Affective and cognitive learning and study strategies were assessed with the Learning and Study Strategy Inventory. Findings indicate that both strategy domains appear necessary to provide a comprehensive picture of self-regulated learning, particularly affective motivation and concentration and cognitive self-testing. Recommendations on how rural educators might foster these strategies include prompting students to record the work they complete during class to foster motivation, breaking study periods into short sessions to aid student concentration, and having students create questions about the material to encourage self-testing. (Author/TD)

ED 408 135 RC 021 050

Carter, Micheal T.
Factors Affecting Use of E-Mail by Public School Principals of the Central Appalachian Region.
PUB DATE- May 97
NOTE- 159p.; Ed.D. Dissertation, East Tennessee State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Education; Computer Anxiety; *Computer Literacy; Computer Uses in Education; *Electronic Mail; Elementary Secondary Education; Internet; *Organizational Communication; *Principals; Professional Development; *Public Schools; Rural Schools; School Surveys; *Technological Literacy
IDENTIFIERS- *Appalachia (Central); User Training

A survey of elementary, middle/junior high, and high school principals in central Appalachia examined their use of e-mail and factors influencing that use. The survey was sent to a stratified random sample of 620 principals in Kentucky, Tennessee, Virginia, and West Virginia; 375 usable responses were received. Respondents provided data on demographics, accessibility to hardware and software, experience and training on computers and e-mail, uses of e-mail, and factors influencing their use or non-use of e-mail. E-mail was used by 59.7 percent of respondents. Predictors of e-mail usage were

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Classroom Environment; *Comparative Analysis; Context Effect; Foreign Countries; *Grade 8; Junior High Schools; Mathematics Achievement; Mathematics Curriculum; *Mathematics Skills; *Standardized Tests; Student Attitudes; Teacher Attitudes; Thinking Skills
IDENTIFIERS- *Japan; *United States

This document is a comparative report based on data that enables a different form of comparison to be made between Japanese and American eighth-graders. The data is drawn from assessments given in each country using tests developed via governmental agencies that were designed to mirror the basic curricula currently being offered to students in the two countries. This report compares the nature of these examinations, the expectations based on the curriculum, and student performance on the test items. This comparison, combined with an accompanying analysis of the curricular emphases, provides a picture of the differences in student performance that mark this study. Each of the studies examined content achievement assessments; students' and teachers' beliefs and attitudes; and environmental characteristics of the classroom, school, and community. The Japanese test items tend to present the mathematics assessed in forms that are more verbally intensive, more focused on strategies for problem solving, and more involved than the mathematics forms used in the National Assessment of Educational Progress. Sample test items, a content matrix for the U.S. test, and the framework for the Japanese test are included. Contains 29 references. (DDR)

ED 408 151 SE 059 973

Jaworski, Barbara
Tensions in Teachers' Conceptualisations of Mathematics and of Teaching.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Constructivism (Learning); Educational Strategies; *Epistemology; Foreign Countries; Knowledge Base for Teaching; *Knowledge Representation; Longitudinal Studies; *Mathematics Instruction; Secondary Education; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Great Britain

This paper addresses dilemmas in the practices of six teachers from the perspective of alternate paradigms of knowledge growth, particularly constructivism. The dilemmas focus on the relationships between theory and practice in the growth of knowledge in learning and teaching mathematics. The data for this study are drawn from a four-year classroom-based study of six teachers who chose an investigative approach to their teaching of mathematics at the secondary level. Highlighted in this paper are three worlds or discourses: (1) the academic world of contrasting theoretical positions aiming to inform the educational context; (2) the practical world of students' everyday lives, classroom relationships, and teaching decisions; and (3) the research world which tries to act as a bridge between the other discourses. The paper concludes with a brief discussion of negotiation as a dialogic mode which behind the Pac-TEC research project, how some underrepresented individuals cope with the majority educational system, and includes some sample solutions. (DDR)

ED 408 172 SE 060 257

Sinclair, Thomas R.; Johnson, Marty
Investigating Plants: Hands-On, Low-Cost Laboratory Exercises in Plant Science.
PUB DATE- 96
NOTE- 92p.; Color contains color photographs that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; *Hands on Science; *Investigations; Junior High Schools; Middle Schools; *Plants (Botany); *Science Activities

This manual describes 14 hands-on exercises for middle school introductory biology courses that are designed to allow all students to be involved in self-discoveries about life and plant life in particular. The exercises were developed to supplement normal classroom activities by allowing students to initiate ongoing projects to investigate the biology of anatomy, development, and physiology. Each exercise includes educational objectives, a brief biology background, a description of the experimental environment and materials required, a detailed presentation of procedures, suggested information, topics to stimulate discussion, and ideas for further activities. Chapters include: (1) Flower Anatomy; (2) Seed Anatomy; (3) Seed Germination; (4) Germination and Environment; (5) Plant Growth and Anatomy; (6) Hormones and Asexual Reproduction; (7) Temperature; (8) Gravitropism; (9) Phototropism; (10) Respiration; (11) Chlorophyll; (12) Stomata and Photosynthesis; (13) Transpiration; and (14) Competition. (JRH)

ED 408 173 SE 060 258

Wilcoxson, Catherine A., Ed.
Middle School Idea Book. A Compendium of Previously Published NABT Ideas and Activities Adapted and Reprinted for Middle School Teachers and Their Students (Grades 5-8).
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classification; Critical Thinking; *Hands on Science; Intermediate Grades; Investigations; Junior High Schools; *Middle Schools; Problem Solving; *Science Activities; Science and Society; Science Process Skills; Scientific Concepts; Teaching Guides
IDENTIFIERS- Middle School Students

This manual specifically addresses teaching middle level students and offers teachers a variety of activities that were selected and edited to reflect middle level philosophy. It is divided into five chapters each with a different focus that contain hands-on activities designed to provide many exciting and fun experiences for adolescents. Every chapter includes exercises designed to help students learn new concepts and apply them to solve real-world problems. Issues are introduced that encourage presents results that represent the first large-scale long-term test of the process of raising standards in schools by concentrating on a thinking skill approach. Overall, about 4,500 pupils in the CASE schools have been featured in the data in this report. Seventeen schools' data have been compared with added-value data from a greater number of control schools. Results indicate that the CASE methodology, even when tried for the first time, produced an average increase on the order of half as much gain in the percentage of pupils obtaining C-grade and above at the GCSE examination (an increase from a National average of 44% to 63% for science in 1996, and an increase from 43% to 57% in science for 1995. In addition, there was the same relative order of increase in achievement in mathematics and a somewhat lower improvement, though still substantial, in English. In schools where teachers had two or more previous years of experience with this approach, the schools more than doubled the proportion of their pupils showing National Curriculum achievement at level six or above in all three subjects. Contains 13 references. (JRH)

ED 408 196 SE 060 300

Czarnik, John C., Jr.; Hickey, Daniel T.
Problem Generation in the Mission to Mars Curriculum.
PUB DATE- 25 Apr 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Astronomy; Educational Strategies; Elementary Secondary Education; *Problem Solving; Science Activities; Space Exploration; *Space Sciences; Teaching Methods
IDENTIFIERS- Mars (Planet)

This paper will explore a problem finding task the authors developed as one component of the Mission to Mars curriculum, an inquiry-based science unit developed by Petrosino & The Cognition and Technology Group at Vanderbilt (CTGV). The paper also attempts to address evolving conceptions of the problem generation task, primarily from that of an independent variable to that of a dependent variable. The first section provides a brief overview of the Mission To Mars curriculum, specifically focusing on problem-finding activities that were used to structure classroom discussions and research. The second section presents attempts to understand the initial and post-instruction problem generation activity of students participating in the Mission To Mars curriculum, beginning with a theoretical discussion on the nature of context, noticing, and expertise, and the roles that expertise might play in problem-finding activity. Participants in the study were 17 ethnically diverse students in a sixth-grade class that reflected a typical inner-city classroom in public schools in Nashville, Tennessee. Findings indicate that initially students asked very general questions which were often tangential to the established problem domain. Those questions posed initially that were well specified were often focused upon trivial issues. Relative to initial attempts, problems generated at post-instruction were more appropriate with regard to the planning task and tended to deal with specific relevant issues. It is concluded that in addition to motivating students and developing a sense of ownership of issues in a domain, problem generation activity sensitizes students to the complexities of

Field Guide." The book is divided into two sections with six chapters. Section 1, "The Whats and Whys of ACT," contains the chapters: (1) "All about ACT"; (2) "The Elements of ACT"; and (3) "The ACT Framework." Section 2, "The Hows of ACT," includes the chapters: (1) "Practical Hints for Implementing ACT"; (2) "Ideas, Strategies, and Suggestions"; and (3) "Lesson Plans" containing 14 lesson plans with handouts. (EH)

ED 408 219 SO 027 299

McKenna, Erin
A Student's Guide to Irish American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biographies; Elementary Secondary Education; Ethnic Groups; Ethnic Origins; *Family History; Family Life; Family (Sociological Unit); Foreign Countries; *Genealogy; Information Sources; *Interviews; Kinship; *Multicultural Education; *Oral History; Reference Materials; *Social History; Social Studies
IDENTIFIERS- Ireland; *Irish Americans

This book provides a step-by-step guide to genealogical research in the United States and Ireland for Irish Americans. The book also contains information on the history of Ireland and Irish immigration. Chapters include: (1) "Your Irish American Heritage"; (2) "Your Irish Immigrant Ancestors"; (3) "Getting Started"; (4) "Researching in Ireland"; (5) "Interviewing Your Relatives"; and (6) "Putting It All Together." Contains a 32-term glossary and an index. (EH)

ED 408 220 SO 027 300

Ryskamp, George R.; Ryskamp, Peggy
A Student's Guide to Mexican American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biographies; Elementary Secondary Education; Ethnic Groups; Ethnic Origins; Family Life; Family (Sociological Unit); Foreign Countries; *Genealogy; *Hispanic American Culture; Information Sources; Interviews; Kinship; *Mexican American History; *Mexican Americans; Multicultural Education; Oral History; Reference Materials; *Social History; Social Studies
IDENTIFIERS- Mexico

This book provides a step-by-step guide to genealogical research in the United States and Mexico for Mexican Americans. The book also contains information on the history of Mexico and its relationship with the United States. Chapters include: (1) "Why Do Mexican Americans Explore Family History?"; (2) "Your Mexican American Heritage"; (3) "How Do I Begin?"; (4) "Charts and Computers: Organizing What You Find"; (5) "Working with Mexican Documents"; (6) "Other Documents: Making Your Ancestors Come Alive"; (7) "Where Do I Go from Here?"; and (8) "Putting

ED 408 240 SP 037 325

Waterman, Margaret A.; And Others

Cases as Tools for Educational Change: A Research Agenda Emerging from Practice. An Experimental Interactive Symposium.

PUB DATE- Mar 97

NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). For related document, see ED 407 409.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Research Needs; Seminars; *Teaching Methods; Theory Practice Relationship

IDENTIFIERS- *Case Method (Teaching Technique)

This seminar introduction discusses why "cases," a teaching technique involving narrative descriptions of complex, realistic situations, are of interest to teachers, presents the basic principles of case-based teaching approaches, and raises research questions. Cases are of interest to educational researchers-teachers because they have witnessed learners become more involved and animated in courses where cases are used. They promote new structures in classrooms and methods, and they encourage rethinking the relationship between theory and practice. Case-based approaches seem to be useful tools for promoting change in curriculum, in teaching, and in teachers themselves. The purpose of the symposium is to formulate a research agenda to find evidence supporting the claim that cases may be used as tools to help teachers reimagine their teaching, their roles, and those of their students. Contains 13 references. (LH)

ED 408 241 SP 037 330

Allard, Andrea; Cooper, Maxine

'Too Much Talk, Not Enough Action': An Investigation of Fourth Year Teacher Education Students' Responses to Issues of Gender in the Teacher Education Curriculum.

PUB DATE- Mar 97

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Education Courses; Elementary Education; Feminism; *Feminist Criticism; Foreign Countries; Higher Education; *Human Relations; Interviews; Preservice Teacher Education; *Sex Role; *Sexual Identity; *Student Attitudes; *Teacher Education Curriculum

IDENTIFIERS- Australia; *Gender Issues

This report focuses on ways constructions of gender inform teacher education students' curriculum experiences and teaching performance in primary schools, in particular regarding a gender inclusive curriculum. The remarks of eight students from a longitudinal study were analyzed using feminist post-structural theory as a means of understanding contradictory discourses and the process by which gender relations become "normalized." By examining "taken for granted" beliefs within the educational context that act as sources of support or barriers to teacher leaders; (2) conditions outside the educational context that act as sources of support or barriers to teacher leaders; and (3) the internal intellectual and psycho-social factors that motivate or impede teacher leaders. A three-stage case study methodology was used with nine peer-nominated teacher leaders in three elementary schools. Recursive data analysis and modification of the categorization of supports and barriers allowed tailoring of interview protocols at each stage. Based on three rounds of interviews and analyses, a matrix was developed categorizing key sources of support and barriers to teacher leadership. Regarding support in the educational context, a key source was a strong network of colleagues and administrator support. Barriers in this context included time and lack of support from teachers and administrators. Outside the educational context, support came mainly from family and friends. The most significant barriers were family and other commitments that compete with leadership roles, and personal health problems. Internal factors were pivotal, either supporting or hindering leadership. Intrapersonal sources of support came from within the teachers themselves but barriers are also internal. Six tables are appended. (Contains 75 references.) (JLS)

ED 408 260 SP 037 350

Martinez, Margaret
Transformation: A Description of Intentional Learning.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Style; Higher Education; *Learning Processes; *Learning Strategies; Learning Theories; Models

This paper examines an intentional learning theory by identifying the influential factors that foster individual learning differences. A psychological model is included that presents four unique learning orientations, built on a foundation of causal beliefs. This model of intentional learning assimilates the combined influence of conative, cognitive, affective, and social processes on learning performance. Intentional learning is described as a highly achievement motivated, agentive approach that learners use to empower themselves. Intentional learning is seen as based on a conception that embraces the transformative power of learning, and supposes an environment in which learners see intent, ability, and effort as critical determinants of achievement. The intentional learner uses knowledge to transform, elaborate, and give knowledge meaning. The intentional learner is an aggressive and expert learner who sets and achieves short and long-term goals, and whose locus of control is internal. (Contains 19 references.) (JLS)

ED 408 261 SP 037 351

Lyman, Lawrence; And Others
Strategies for Creating and Maintaining a Collaborative Community in a Professional Development School Setting.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Kansas University Professional Development Schools Alliance National Professional Development Schools Conference (Kansas City, MO, April 12, 1997).
LANGUAGE- English

This study is based on a survey of classroom teachers who identified themselves as having served at least once as a cooperating teacher for a student teacher and at least once as a mentor for a beginning teacher in a formal mentoring program for beginning teachers. Analysis of the study data, based on 157 usable surveys and follow-up interviews with 19 teachers, indicated that the roles of cooperating teacher and mentor are important ones for classroom teachers who have served in both capacities--study participants had served in these roles almost 10 times by mid-career. This pattern also suggests that limited extrinsic incentives for cooperating teachers and mentors may be more than offset by intrinsic incentives. These teachers also claimed to understand the roles of cooperating teacher and mentor, and generally felt prepared and supported in carrying them out, in spite of the fact that only about two-thirds of them had received any formal training. Study findings suggested that being a cooperating teacher and a mentor makes a substantial positive difference in the careers of teachers. (Contains 32 references.) (ND)

ED 408 280 SP 037 376

Nebraska Curriculum Integration. 1996 Innovative Strategies in Nebraska Schools.
PUB DATE- 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Community Colleges; *Curriculum Design; *Demonstration Programs; *Educational Innovation; Elementary Secondary Education; Instructional Improvement; *Integrated Curriculum; Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Nebraska

This report is in three sections. The first section, "Design Options for an Integrated Curriculum," includes a short discussion of integration of academic and vocational education, references to some curriculum integration models, and nine examples of local Nebraska efforts in incorporating curriculum integration models. The second and lengthiest section presents descriptions of 29 "best practices" in Nebraska schools. The final section provides information on resources for integrated curriculum in applied academics, tech prep consortiums, and curriculum frameworks. It also provides information on: the Nebraska Vocational Curriculum Resource Center; the Southern Regional Education Board (SREB); the National Center for Research in Vocational Education; and the World Wide Web. (ND)

ED 408 281 SP 037 377

Freidus, Helen
Reflection in Teaching: Development Plus.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Graduate Students; Group Discussion; Higher Education;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Low Income Groups; *Performance Based Assessment; Portfolios (Background Materials); Poverty; Regression (Statistics); Scores; *Socioeconomic Status; State Programs; *Student Characteristics; Test Results; Testing Programs
IDENTIFIERS- *Kentucky Educational Assessment Program

The relationship between selected contextual and socioeconomic variables and school-level results from a statewide performance-based student assessment system was studied using the Kentucky Instructional Results Information System (KIRIS). KIRIS uses portfolios of student work, scores from on-demand assessments, and student performance on performance events in the areas of mathematics, science, social studies, arts and humanities, practical living, and vocational skills. Multiple regression analyses were conducted using data gathered over a 3-year period (1993-1995) from 49 schools in one school district. Results show that a single socioeconomic variable, the percent of students qualifying for free or reduced lunch benefits, explains a large portion of the variance in scores at all school levels. Contextual or socioeconomic indicators were not, however, predictive of improvements in scores from year to year. Although socioeconomic indicators explain much of the variation in elementary, middle, and high schools' levels of achievement, they do not explain the variation in score improvements made by schools in this district. Possible explanations for these results and school level differences are discussed, along with implications for performance-based student assessment systems. (Contains 5 tables and 21 reference.) (Author/SLD)

ED 408 301 TM 026 503

Mississippi Report Card 1995.
PUB DATE- 95
NOTE- 654p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; *Accreditation (Institutions); Comparative Analysis; Compensatory Education; Demography; Educational Assessment; *Educational Finance; Elementary Secondary Education; *Enrollment; Institutional Characteristics; School Districts; Special Education; Standards; State Programs; *Student Characteristics; Vocational Education
IDENTIFIERS- *Mississippi

The 1995 Mississippi "Report Card" provides an index of information about elementary and secondary education in Mississippi. Information in this report was collected from the state's 149 school districts and 4 agricultural high schools to increase the understanding of the opportunities available to districts and to increase local support for education in Mississippi. The 153 education agencies are presented in this report in alphabetical order by the county in which they are located. Each district receives an accreditation level based on the state's new accreditation model, which measures student performance and holds school districts accountable. To allow performance comparisons within accreditation levels and to

Moroz, Pauline A.; Nash, John B.
Bath County Computer Attitude Scale: A Reliability and Validity Scale.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Computer Anxiety; *Computer Attitudes; Factor Analysis; *Factor Structure; *Graduate Students; Graduate Study; Higher Education; *Reliability; *Validity

The Bath County Computer Attitude Scale (BCCAS) has received limited attention concerning its reliability and validity with a U.S. adult population. As developed by G. G. Bear, H. C. Richards, and P. Lancaster in 1987, the instrument assessed attitudes toward computers in areas of computer use, computer-aided instruction, programming and technical issues, social issues, and computer history. This study addressed the lack of information about this measure by examining the scale's factorial structure and its convergent validity with the four-scale version of the Computer Attitude Scale developed by B. H. Loyd and D. E. Loyd (1985). Using data from 222 graduate education students, a principal factor analysis with varimax rotation generated a 5-factor solution, with 3 factors showing promise. Results also show that the BCCAS correlates with computer confidence, anxiety, liking, and perceived usefulness of computers. The BCCAS was found to be internally consistent, predictive of a range of attitudinal domains toward computers, and of questionable unidimensionality. (Contains 2 tables and 12 references.) (Author/SLD)

ED 408 320 TM 026 573

Moroz, Pauline A.; Nash, John B.
Assessing and Improving the Factorial Structures of the Computer Self-Efficacy Scale.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; Computer Anxiety; Computer Attitudes; *Experience; Factor Analysis; *Factor Structure; *Graduate Students; Graduate Study; Higher Education; *Self Efficacy; Validity
IDENTIFIERS- *Computer Self Efficacy Scale

The Computer Self-Efficacy Scale (CSE) developed by C. A. Murphy, D. Coover, and S. V. Owen (1989) is an instrument purported to assess computer-related competencies. Previous research into the factor structure of the CSE has yielded conflicting results. In this study, the scale was used to collect data from 216 graduate education students. A principal factor analysis with orthogonal rotation generated a four-factor solution with high alpha reliabilities. Additional analysis supported the convergent and discriminant validity of the scale with measures of computer confidence and computer anxiety. Results suggest that the scale also differentiates between users with high and low amounts of computer use experience. Results support administrator survey indicated that 78% of the nursing schools used some form of peer review. Over 90% of these included classroom instruction in the evaluation process, and 70% included clinical teaching as a component of the process. Peer review was used primarily for purposes of tenure and promotion and faculty development, and was voluntary in 19% of the institutions with peer review processes. Most programs (56%) only considered faculty within the same department. Administrators counted participation of the faculty in system development as a program strength. Weaknesses were enumerated more frequently than strengths, and included procedural and validity concerns. Results of the faculty survey indicated that 87% of respondents participated in peer evaluation models, but only 42% included observation of clinical teaching as a component. Participants indicated that the most valuable result of peer evaluation is feedback for faculty development purposes. (Contains 1 figure, 3 tables, and 10 references.) (SLD)

ED 408 339 TM 026 592

Gronna, Sarah S.; And Others
Creating Local Norms To Evaluate Students in a Norm-Referenced Statewide Testing Program.
PUB DATE- Mar 97
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Achievement Tests; Elementary Secondary Education; Ethnic Groups; Mathematics Tests; *Norm Referenced Tests; Racial Differences; Reading Tests; Scores; Standardized Tests; State Programs; Test Construction; *Test Norms; Test Results; *Testing Programs
IDENTIFIERS- *Hawaii; *Stanford Achievement Tests

Hawaii uses the eighth edition of the Stanford Achievement Test (Stanford 8) to assess academic performance of the student population in grades 3, 6, 8, and 10. Hawaii was not included in the norming for the Stanford 8, neither for the national nor the Pacific norms. In this study, Hawaii norms were developed based on the Stanford 8 reading and mathematics results from 1992 to 1996 to supplement the national norms and provide an additional means of comparison. Hawaii reading norms were lower at every grade level, especially grades 3 and 8. However, local mathematics norms showed Hawaii students exceeding national norms in the upper quartile on grades 3, 6, and 8. Hawaiian and national grade-10 mathematics norms were very similar. Average performance changes between grades were analyzed, and it was found that the longitudinal cohorts made greater gains in achievement from third to sixth and from eighth to tenth grades than national counterparts, while the sixth-to-eighth grade group made lesser gains. These norms provide tools to improve the understanding of Hawaii student performance relative to their mainland counterparts. (Contains 5 tables, 8 figures, and 26 references.) (Author/SLD)

ED 408 340 TM 026 593

Wang, Wen-chung
Estimating Rater Severity with Multilevel and Multidimensional

ED 408 358 TM 026 758

Hones, Donald F.
Known in Part: Transforming the Story, the Teller, and the Narrative Researcher.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Educational Research; Hmong People; Research Methodology; *Researchers; *Self Evaluation (Individuals); Social Science Research
IDENTIFIERS- *Narrative Inquiry; *Researcher Subject Relationship

Narrative research offers unique possibilities for fostering dialogues of discovery between oneself and others. There is an increasing use of narrative inquiry within the field of educational research. A researcher's work with a Hmong refugee from Laos illustrates representational and interpretive dilemmas in narrative research. Narrative dialogues between the researcher and subject are presented as juxtaposed stories and interpretations, transcribed conversations, and reflections on the place of the poetic voice in narrative research. It is emphasized that narrative research has the power to bring together stories of informants and researchers, transforming the story and the participants in the process. This process helps both the researcher and the subject recover memories, renegotiate the present, and reconsider the possibilities of change. At the same time, the researcher, as a social scientist, must acknowledge that the ability to "know" through a research process has its limitations, and that the reward of narrative research is in its journey. An appendix contains an interview transcript. (Contains 47 references.) (SLD)

ED 408 359 TM 026 759

Nath, Janice L.; Henry, Cynthia G.
Evaluating Teacher Attitudes in Professional Development Sites.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College School Cooperation; Cooperating Teachers; *Elementary School Teachers; Elementary Secondary Education; Field Studies; Higher Education; *Information Dissemination; Likert Scales; Middle Class; *Professional Development; Program Evaluation; *Secondary School Teachers; Student Teaching; *Teacher Attitudes
IDENTIFIERS- Middle School Teachers; *Preservice Teachers

As part of the evaluative process of a program at a professional development site (PDS), 30 participating elementary and middle school teachers were surveyed about their attitudes as participants in a field-based education program partnership. Each teacher was mentor to a preservice teacher for a semester before student teaching, while 10 continued as cooperating teachers during student teaching. Using a Likert-like scale, 32 items sought information on: (1) practical knowledge passed from university instructors through preservice university

Program Evaluation; Program Implementation; *Reading Achievement; Spanish; Tables (Data); *Tutorial Programs; *Urban Schools; Urban Youth; White Students
IDENTIFIERS- African Americans; Hispanic American Students; *Reading Recovery Projects; *San Diego Unified School District CA

The Reading Recovery (RR) program of the San Diego City Schools (California) has expanded over the last 5 years and now includes 38 schools. This report documents the program's short-term and sustained efforts to increase reading achievement and its central office costs. RR is a Title I-funded early intervention program that uses one-on-one tutoring to improve the reading skills of students experiencing serious difficulties in the first grade. These students are identified and selected on the basis of their performance on a program-developed assessment. Implementation of the district's RR program has been difficult because the RR program model is designed to serve the lowest 20% of first graders, but the district's implementation has been limited to the lowest 8 students at almost every school, resulting in serving about 25 to 33%. Beginning in 1994-95, access to RR was reduced to the most needy students in the lowest 20%. A Spanish-language version of RR was also implemented. The short-term treatment effects of RR were determined by comparing the percentage of "discontinued" (reached grade level in reading) with those who were not discontinued and by analyzing the participants' English language performance in the second grade and above. The percentage of discontinued students varied from year to year, but discontinued students (except for 1994-95) showed sustained academic benefit from RR. Approximately 55% of African American, Hispanic, and White students were discontinued, and the success rate was almost identical for the three ethnicities. Costs were highest for 1994-95, due to program expansion, and recommendations are made for continued RR funding. (Contains 9 figures and 20 tables.) (SLD)

ED 408 377 UD 031 726

August, Diane, Ed.; Hakuta, Kenji, Ed.
Improving Schooling for Language-Minority Children: A Research Agenda.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 495p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agenda Setting; *Bilingual Education; Child Development; Cognitive Processes; Educational Assessment; *Educational Improvement; Educational Research; Elementary Secondary Education; *Language Minorities; Literacy; Program Evaluation; Research Methodology; *Research Needs; *Second Language Learning; Teaching Methods

This report is the culmination of a process that began in 1994, at a planning meeting to determine whether there was a sufficient knowledge base to inform the development of a research agenda on the education of language minority children. A committee was established to review what is known about the linguistic, cognitive, and social processes involved in the education of English language learners. Published information was reviewed in the areas of language, literacy, learning, and social processes, assessment and evaluation, studies of effective instruction and teacher education, and national education statistics. Infrastructure issues were addressed failures of groups of children. The maternal interest the women had in their students and the political understandings they had of society were supported by their visions of moral justice and their beliefs that social justice is a matter of students coming to have the choice to determine and realize their potentials for themselves. In their pedagogy, these teachers did not distinguish among maternal, political, and moral aspects of teaching. Nor did they shy away from issues of race and gender in their lives or those of their students. (Contains 11 references.) (SLD)

ED 408 396 UD 031 749

Hellriegel, Kimberly L.; Yates, James R.
Collaboration between Correctional and Public School Systems for Juvenile Offenders: A Case Study.
PUB DATE- 28 Mar 97
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; Case Studies; *Correctional Education; Correctional Institutions; Disadvantaged Youth; Juvenile Courts; *Prisoners; *Public Schools; Secondary Education; Teaching Methods; *Transitional Programs; Urban Schools; *Urban Youth
IDENTIFIERS- *Juvenile Crime

The educational processes for youth who participated in a county-run correctional facility for juvenile offenders were studied. The county's Leadership Academy, a 48-bed correctional treatment center where juveniles are placed when ordered into direct care, is designed to divert repeat male offenders from the state-run correctional system. The public school district for the county's major city has over 90 schools and serves more than 74,000 students. One area in the school district has a direct relationship with the correctional facility in terms of the flow of residents from the correctional facility to the public school system. The relationship between the two systems and interagency coordination were studied through a qualitative design. Twelve urban school district personnel and 8 correctional facility personnel were interviewed. Both correctional facility personnel and school system personnel indicated concerns about the lack of collaboration and the ineffectiveness of the current system of communication between the two organizations. It appears clear that specific activities are needed to increase trust and communication for both agencies. Little appears to be done to prepare facility residents for the transition from the correctional facility back to the public school system. The education program at the correctional facility seems to focus on independent and self-paced learning of the basics, but formal assessment procedures to determine the appropriate level of instruction are not used. An area of strength in the work of both systems is the sincere interest in facility residents expressed by representatives of both organizations. Recommendations are made to improve coordination between the facilities. (Contains 1 figure and 42 references.) (SLD)

ED 408 397 UD 031 750

Hernandez, Ramona, Ed.; Torres-Saillant, Silvio, Ed.

Implementation; Rating Scales; Self Evaluation (Individuals)
This guide discusses how to approach staff evaluation and offers actual performance standards for a wide variety of library positions. These standards can be used by any type of library. Chapter 1 explains what performance standards are, how staff evaluation has evolved over the years, legal issues which have influenced the process, and some recent management trends which have helped escalate the drive towards objective performance appraisal. Advice for avoiding employee litigation and other legal problems as well as tips for saving supervisor and employee time are also included. Chapter 2 recommends a process for revamping the evaluation systems in a library and outlines approaches for dealing with issues related to objective performance appraisal. Discussion includes rating scales, self-evaluation and assessment/documentation of ratings, peer evaluations, and supervisors as evaluators. Chapters 3 and 4 present real performance standards for various types of paraprofessional and professional staff, respectively, modeled on ones that have been used successfully in libraries across the country. Chapter 5 contains an extensive annotated bibliography of related materials. (AEF)

ED 407 954 JC 970 035

Lehman, Penny W.; And Others
CCSEQ: Test Manual and Comparative Data. Second Edition.
PUB DATE- 95
NOTE- 95p.; For the first edition, see ED 345 792.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Environment; Community Colleges; Comparative Analysis; *Data Collection; Data Interpretation; Guides; Psychometrics; *Questionnaires; *Research Design; Research Utilization; Statistical Analysis; Student Attitudes; *Student Behavior; Student Characteristics; Student Experience; *Student Participation; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- Community College Student Experiences Quest
The Community College Student Experiences Questionnaire (CCSEQ) is designed to determine how community college students spend their time and the quality of effort that they put into the learning process. This updated manual describes elements of the CCSEQ and presents findings from 56 community colleges that have administered the questionnaire as of fall 1994. Following an introduction, chapter 1 presents an overview of the development and framework of the CCSEQ, indicating that it focuses on four elements: who students are and why they are at their college; their use of the facilities and opportunities provided by the college; their impressions of the college; and the progress that they think they have made toward important goals. Chapter 2 contains an item-by-item summary of the questionnaire's contents and descriptions of its quality of effort and satisfaction scales, while chapter 3 explores the instrument's psychometric properties, covering college activities items, the quality of effort scales, estimate of gains, and the relationship between college activities and estimate of gains. The final chapter presents data from the 56 colleges, comparing outcomes for the entire student sample (n=17,993), a sample of transfer students (n=9,026), and a

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Class Activities; Community Colleges; *Course Content; Curriculum Guides; Foreign Countries; *Foreign Culture; Higher Education; Learning Modules; *Social Stratification; Sociology; Teaching Methods; Two Year Colleges

This curriculum module is designed to provide potential users with access to pedagogic techniques and scholarly works on the subject of social stratification in contemporary Asian societies that can be effectively integrated into appropriate sociology and other relevant courses. First, a set of goals and learning objectives is presented in an attempt to provide potential users with an overview of expected outcomes. This is followed by a pre-testing instrument for the evaluation of students' knowledge on Asian societies before the use of this module. Next, class exercises and activities are presented to serve the dual purpose of providing an interactive learning process involving students in group activities as well as illustrating the seriousness and practical consequences of human beings in such systems. Next, stratification concepts and issues are discussed, such as social differentiation, social inequality, legitimation and stratification systems, objective dimensions of stratification, social mobility, gender stratification, and the consequences and mitigating factors of stratification. This section also provides resources to further illustrate these concepts. Finally, a set of discussion questions is provided to help the instructors further evaluate students' understanding of the subject matter. (AJL)

ED 407 973 JC 970 313

Klein, Charlie; Peralez, Jose
Faculty Internships in California Community Colleges.
PUB DATE- Apr 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Compensation (Remuneration); Educational Practices; Inservice Teacher Education; *Internship Programs; *State Norms; State Surveys; *Teacher Interns; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In response to a request from the Board of Governors, the California Community Colleges' Office of the Chancellor undertook a study to determine the extent and characteristics of faculty internship programs in system colleges. In April 1995, surveys were mailed to human resource directors and chief instructional officers at all 106 community colleges in the state, with responses received from all the colleges. Study findings included the following: (1) 59 colleges in 41 districts reported at least one teaching or faculty intern in 1994-95, amounting to 239 teaching and 77 non-teaching interns; (2) interns were most frequently employed in counseling divisions, while the most common field for teaching interns was English and no interns were reported for health occupations and engineering-related technologies; (3) colleges without any interns reported budget and organizational or governance problems as the most frequent reasons; and (4) the average compensation per intern was $543 per term, while mentors

ACCLAIM project. After being organized into teams, each team developed an objective to accomplish. Teams 1 and 2 worked on the issue of illiteracy, while Team 3 established a leadership training center. The plan of action for each of these field tests has kept the teams on track and taught them to be more sensitive to their target publics. (HAA)

ED 407 991 JC 970 333

Sigmar, Wallace H.
Presidential Leadership: What Is Important?
PUB DATE- Apr 97
NOTE- 12p.; Paper presented at the Annual Convention of the American Association of Community Colleges (77th, Anaheim, CA, April 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Administrator Attitudes; Business; *College Presidents; Community Colleges; Employees; *Expectation; Experience; *Leadership; Mission Statements; Surveys; Training; Two Year Colleges

Due to increasing job insecurity, businesses and employees are looking increasingly to the community college system to provide assistance through immediate, on-the-spot training. This is happening as community colleges are redefining their own missions and purposes, and at a time when they are trying to do more with less and to expand the resources they already have. A survey was conducted in order to answer questions about how college presidents feel about their jobs, about becoming presidents, and about their ability to implement change. Twelve community college presidents from the state of Washington participated in a series of telephone interviews. Answers from the presidents are provided for the following questions: (1) As a new community college president what did you find was your biggest surprise? (2) What has been your biggest disappointment? (3) What has been your single biggest mistake or what would you do differently? (4) What was your most important first step? (5) What words of wisdom would you share with those who are interested in this line of work? (6) Which position(s) prepare one the best for this job? and (7) Now that you have been a community college president for a period of time, do you think you made a correct career choice? (HAA)

ED 407 992 JC 970 334

Tillberg, Rebecca; And Others
Los Angeles Community Colleges Student Characteristics, Fall 1996.
PUB DATE- May 97
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Citizenship; Community Colleges; Demography; Enrollment; *Enrollment Trends; *Ethnicity; Institutional Characteristics; *School Demography; *Sex Differences; Student Characteristics; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Los Angeles Community Colleges CA

This report presents data and tables on student characteristics for the Los Angeles Community Colleges for fall 1996. Data for

ED 408 010 PS 023 484

Smith, Carolyn A.; Thornberry, Terence P.
The Relationship between Childhood Maltreatment and Adolescent Involvement in Delinquency. Working Paper No. 17.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.; National Science Foundation, Washington, D.C.
PUB DATE- Dec 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Child Abuse; Child Neglect; *Delinquency; *Delinquency Causes; Emotional Abuse; Incidence; Interviews; Longitudinal Studies; Parent Child Relationship; Secondary Education; Sexual Abuse
IDENTIFIERS- Arrests; Long Term Effects

This study used data from the Rochester Youth Development Study to examine linkages between childhood maltreatment and later delinquency. Three central issues were addressed: (1) the magnitude of the relationship between early child maltreatment and later official and self-reported delinquency; (2) the possibility of spuriousness in this relationship; and (3) the impact of more extensive measurement of maltreatment on later delinquency. The final sample was comprised of 1,000 students attending seventh or eighth grade in 1988 and their primary caretakers, with males and students from high crime areas overrepresented. Data were collected through separate interviews with adolescents and caretakers. The child maltreatment measure was based on information from Child Protective Services records. Five indicators of maltreatment were used, prevalence and frequency of maltreatment, duration, number of types of maltreatment, and total severity score. Outcome measures included official measures of number of police contacts as a juvenile or arrests as an adult and self-report of delinquency from eighth through twelfth grades. Delinquency indices were general, serious, moderate, minor, and violent delinquency. Results revealed a significant relationship between child maltreatment occurring before age 12 and subsequent self-reported and official delinquency and the relationship, especially for more serious forms of delinquency, remained when controlling for other factors such as race/ethnicity, sex, underclass status, and family structure. The results also suggested that more extensive maltreatment is related to higher rates of delinquency. Appendices provide exemplars of levels of abuse severity and the delinquency scales. (Four tables delineate findings. Contains 65 references.) (AA)

ED 408 011 PS 024 577

Ellis, Helen Jo; And Others
Positive Classroom Management.
PUB DATE- May 96
NOTE- 102p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; *Behavior Change; *Behavior

interactions. Participating were 62 New York City public school children, ages 7 to 8 years and 10 to 11 years, who were identified as intellectually gifted. Students were asked to respond to structured questions about interpersonal interactions with a teacher or a peer presented in a storyboard format in either high- or low-conflict versions, with defensive responses operationalized as an unmarked shift in topic or an unmarked negation of a prior statement. The results indicated that older participants, but not younger subjects, anticipated greater defensiveness in high-conflict situations. There was considerable support for hypotheses about children's understanding of how defense affects ongoing interactions. Nondefensive responses were viewed as more likely than defensive statements to lead to both wished-for and feared interaction consequences. No significant relations were found between teacher reported assessments of participants' behavior problems and the measure of their understanding of interpersonal defense. Overall, the findings suggested that bright school-age children have an understanding of the functional role played by defensive behavior in interpersonal interactions. (Appendices contain the stories used in the assessment.) (Author/KDFB)

ED 408 029 PS 025 389

Landsverk, Ruth Anne
Families, Communities, Schools--Learning Together. Fall 1996. Bulletin No. 97110.
PUB DATE- 96
NOTE- 39p.; For Fall 1995 edition, see ED 392 524. For Spring 1996 edition, see ED 402 005.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Communication Skills; Community Involvement; Community Programs; Cooperative Programs; Elementary Secondary Education; *Family School Relationship; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Parents as Teachers; *School Community Relationship
IDENTIFIERS- Wisconsin

This compilation of 19 articles provides ideas and solutions for creating and improving family, community, and school partnerships. A broad variety of topics are covered including: (1) ideas for celebrating American Education Week; (2) 10 tips for family reading; (3) reading aloud to older children; (4) using take-home folders to inspire kindergartners to love reading; (5) 25 ideas for communicating curriculum goals to families; (6) teacher tips for communicating with families to ensure student success; (7) parent advisory councils; (8) tips for family involvement practices at the high school level; (9) characteristics of successful partnership schools; (10) steps and questions for schools to use to get organized with family-community-school partnership efforts; (11) three samples of family-school partnership board policies; (12) the national family-school partnership mission statement and partnership promise; (13) tips for connecting immigrant parents and schools; (14) involving parents in schoolwork through the Teachers Involve Parents in Schoolwork (TIPS) program; (15) teaching character education including courage, honesty, respect, and responsibility; (16) directory of resources for achievement than half-day students, with the effects diminishing after second grade. The percentage of Ohio kindergartens which are full-day is less than the national average. A larger percentage of kindergarten classrooms are full-day in poor urban or rural areas. Interviews with administrators from 26 districts revealed that full-day classes were offered when they believed that it would provide an academic advantage to all students, as a response to parents, or as a strategy to prevent retention and school failure. Instructional strategies in the full-day kindergartens included a more relaxed pace than the half-day schedule, repetition of the same experiences, or the addition of remedial instruction to the usual kindergarten curriculum. Superintendents attributed increased academic performance and first-grade adjustment to full-day kindergarten and indicated that many parents desired full-day classes. Proposed state budgeting would phase in additional funding in 21 large urban districts. (Appendices contain budgetary information for extended day or full-day kindergartens in Ohio and 19 references.) (KDFB)

ED 408 047 PS 025 446

Hannon, Jean
How Will Changing Our Kindergarten Journal Format To Include Student/Teacher Dialogue Affect Student Participation?
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Writing; *Dialog Journals; Emergent Literacy; Journal Writing; *Kindergarten; Kindergarten Children; Primary Education; *Student Journals; Student Participation; Teacher Student Relationship

Recognizing the importance of student journal writing for language exploration and experimentation, this project examined the impact of introducing student/teacher dialogues as part of the journal format for kindergartners. In the fall of the academic year, journal writing was introduced, and students wrote in journals every day. The teacher's role was to discuss each student's writing with him or her at least once a week, rarely writing in their journals. Occasionally, the teacher would make entries in her own journal. Concerns about lack of progress in fluency and diversity in children's writing led the teacher to interview a random sample of nine students about their attitudes toward journal writing. Findings revealed that students were very positive about journal writing. Teacher/student journal dialogues were initiated. Weekly conferences with students continued, and anecdotal records were made of student participation. Journal entries made prior to and after the introduction of dialogues were compared. The results indicated that, in comparison to the previous format, when dialogues were part of the format students wrote in their journals for a longer time, covered more paper with their writing, explored a wider variety of writing forms, and discussed a wider range of topics. (Contains 21 references.) (KDFB)

ED 408 048 PS 025 447

Marsh, Dianne G.
Voices of Minnesota Youth. A Report of the "Listen '94: Kids Can't Wait" Conference. (St. Paul, Minnesota, March 14, 1994).

ED 408 065 PS 025 467

Pollnitz, Lois
An Enforceable Code of Ethics: What Do Practitioners Think?
PUB DATE- 97
NOTE- 11p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Child Caregivers; *Codes of Ethics; Compliance (Legal); Discipline; Discipline Policy; Early Childhood Education; Ethics; Foreign Countries
IDENTIFIERS- Australia; *Caregiver Attitudes

As part of a larger project begun three years after the adoption of the Australian Early Childhood Association (AECA) Code of Ethics, this study sought practitioners' views about formal enforcement of a code of ethics for early childhood personnel. Questionnaires were sent to directors of 200 early childhood services in New South Wales; about 225 practitioners in 109 centers responded. The results of the study confirm that the majority of practitioners, regardless of their situation, qualifications, position of responsibility, or experience, perceive ethical issues as worth struggling with intellectually, and are committed to adherence to a uniform code of ethics for early childhood personnel. Though opinion is divided about whether adherence should be voluntary or compulsory, and about what body should be responsible for monitoring adherence to a code, there is a detectable tendency for those practitioners with more years of experience to record positive responses to the notion of compulsory adherence and enforcement by a professional body. Despite their strong support for action to be taken for code violation, practitioners' preference for appropriate action is limited to counseling and reprimand. (Contains 11 references.) (EV)

ED 408 066 PS 025 468

Tennent, Lee; Berthelsen, Donna
Creativity: What Does It Mean in the Family Context?
PUB DATE- 97
NOTE- 15p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Creative Development; *Creativity; *Family Environment; Family Influence; Family (Sociological Unit); Foreign Countries; Mothers; Parent Attitudes; Personality Traits
IDENTIFIERS- Australia; *Parenting Styles

This two-part study examined aspects of family environments that are considered to be influential in the development of young children's creativity. Mothers of children ages 4 to 6 years were surveyed on their valuing of particular personality characteristics (The Ideal Child Checklist) and specific features of the home environment (The Creative Environment Scale). The majority of mothers were found to be providing environments that are considered nurturing of creativity, and valued personality characteristics important to creativity. A subsample of mothers who participated in the first phase of the study responded to a second questionnaire to identify their parenting style. Parenting style was categorized from the community to provide a healthy environment; 16 questions to encourage critical thinking in young readers; and a survey of parents on volunteering. (WJC)

ED 408 084 PS 025 486

The Status of Child Care and Early Childhood Education in Nebraska.
PUB DATE- Jun 96
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Child Development; Childhood Needs; *Day Care; Day Care Centers; *Early Childhood Education; *Educational Improvement; Program Evaluation; Program Improvement
IDENTIFIERS- Child Care Needs; Day Care Quality; Early Childhood Development Programs; *Nebraska; Project Head Start

This report is the first annual report under the Nebraska legislature's Quality Child Care Act; it provides information on more than the past year to place the programs and services described in context. The report sought to determine the status of child care and early childhood education in Nebraska, recognizing that the younger the child, the more the issues of care and education are intertwined. The report consolidates extensive information about Nebraska Department of Social Services (NDSS) initiatives, Head Start in Nebraska, and Nebraska Department of Education (NDE) initiatives. The findings and recommendations for the improvement of early childhood care and education programs and services in Nebraska emphasize the need for early intervention. The report includes the following recommendations: (1) changing the child care licensing statute; (2) increase state funding for NDE-administered early childhood projects; (3) accelerate efforts to broaden several funding bases for early childhood care and education; (4) setting up a system of support for staff training and retain at least current training requirements; (5) retain current kindergarten entrance age; and (6) place responsibility for administering minimum standards for public school-based early childhood and school age care programs including qualifications of staff, with the Nebraska Department of Education. General appendices present the NDSS/NDE Memorandum of Agreement, the Early Childhood Act, the Child Care Act, and the Early Intervention Act. (Contains 24 references.) (DCP)

ED 408 085 PS 025 487

Harlen, Wynne; Malcolm, Heather
Setting and Streaming: A Research Review.
PUB DATE- 97
NOTE- 58p.; Series editors: Wynne Harlen and Rosemary Wake.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Grouping; Academic Ability; *Academic Achievement; *Educational Research; Elementary Secondary Education; Foreign Countries; Grouping (Instructional Purposes); *Heterogeneous Grouping; *Homogeneous Grouping; Literature Reviews; Mathematics Instruction

Educational Objectives; Educational Philosophy; Guidelines; Learning Activities; *Outcomes of Education; Parent Child Relationship; *Parent Teacher Cooperation; *Parents as Teachers; *Preschool Children; Preschool Education
IDENTIFIERS- *Developmental Curriculum

This handbook, entirely in Chinese, was originally intended for parents whose children attend programs which use "The Creative Curriculum for Early Childhood" (CCEC), but the information is also useful to parents whose children attend early childhood programs using other curriculum models based on child development theories. The purpose of the handbook is to explain ways parents and teachers can work together at home and at school to help children acquire the skills, attitudes, and habits to do well in school and throughout life. The guide explains the CCEC program's philosophy and goals. It describes what children are learning while engaged in particular CCEC program activities and what they learn from the environment, the daily schedule, conversations, and at home in the dining room, living room, kitchen, children's bedroom, bathroom, and outside. Concluding remarks stress that the key to providing successful learning experiences for young children is to figure out what interests the child and use those interests to engage him or her in actively exploring and learning about the environment. It is emphasized that every place is a learning environment for a child, regardless of where the family lives, or in what kind of home the family lives. (RH)

ED 408 102   PS 025 542

Robertson, Anne S.
When Retention Is Recommended, What Should Parents Do? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Failure; Educational Change; *Grade Repetition; High Risk Students; Nontraditional Education; Parent Participation; *Parent Role; *Parent Student Relationship; *Parent Teacher Cooperation; Potential Dropouts; Student Characteristics; *Student Placement; Student Promotion; Student Reaction; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- ERIC Digests

Each year, many teachers face the problem of where to place children who do not fit into the rest of the class. Retention is an option that is frequently considered for these children. Children considered for retention often have poor academic skills, are small in stature or the youngest in the grade, have moved or been absent frequently, do poorly on a prescreening assessment, or have limited English-language skills. In addition, retained children are more likely to be male and to have minority status, a high activity level, low socioeconomic status, and parents who are unwilling or unable to intercede for them. However, research indicates that although some retained students do better at first, these children often fall behind again in later grades; most children do not "catch up" when held back; and students who are held back tend to get into trouble, dislike school, and feel badly about themselves more often than children who go on to the next grade. Some

*Developmental Disabilities; Elementary Secondary Education; *Fetal Alcohol Syndrome; *Health Education; Poverty; Pregnancy; Prevention; Social Services; *Urban American Indians
IDENTIFIERS- *Access to Services; *Illinois; Native Americans

This report addresses the high incidence of fetal alcohol syndrome (FAS) and fetal alcohol effects (FAE) among Native Americans and suggests that there is a lack of comprehensive effort to provide outreach services to the Native American population in Illinois. The report begins with an overview of American Indian history and the migration of Native Americans to the Chicago area since the 1950s. Although several organizations provide services specifically to American Indians, additional services are needed for this growing Chicago population. The leading cause of developmental disability in the Native American population are FAS and FAE. In addition, Native Americans have the highest prevalence of alcohol problems among all U.S. population groups. Illiteracy, lack of education, and a related lack of exposure to facts about drinking during pregnancy contribute to the high incidence of FAS and FAE among American Indians. Recent surveys of Illinois Native Americans revealed that most respondents were aware that it was detrimental to drink alcohol while pregnant, and 70 percent of respondents were concerned about a friend or relative who had used alcohol while pregnant. Disabled Native Americans encounter barriers to receiving appropriate services due to lack of knowledge among non-Native providers regarding the Native American community and its distinct cultural values, norms, and world views; economic barriers; and personal and familial barriers that prevent individuals from acknowledging problem drinking and the effects of substance abuse on children. The last section of the report includes recommendations for improving service delivery to disabled Native Americans, with the goal of empowering the Native American community toward independence and improving its linkage to non-Native service providers. (LP)

ED 408 119 RC 020 976

Cahalane, Benita H.
The Disproportionate Representation of Minorities in Rural Special Education Programs and What Can Be Done about It.
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Conference of the American Council on Rural Special Education (ACRES) (Baltimore, MD, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Disability Identification; Educational Discrimination; Equal Education; *Grouping (Instructional Purposes); Learning Disabilities; *Mild Mental Retardation; Minority Groups; Rural Schools; School Districts; School Surveys; *Special Education; *Student Placement; White Students
IDENTIFIERS- *African Americans; *Disproportionate Representation (Spec Educ); United States (Southeast)

Overrepresentation of minorities in special education has been a problem for 25 years and was targeted by the Office of Civil Rights as an initiative in 1993. One rural southeastern state examined its special education process from referral to placement to determine if procedures significantly overidentified or underidentified a particular racial group. Ten percent of the students from each of 25 school districts' previous computer experience, accessibility to resources, and training. There were no differences between users and non-users with respect to gender, age, highest degree earned, or total years of educational experience. Use of e-mail by superiors, fellow principals, or teachers, and keyboarding skills were not indicators of e-mail usage. Principals used e-mail primarily for administrative tasks and secondarily for accessing and retrieving information. The primary methods for training in computer and e-mail skills were self-teaching, local courses, conferences or workshops, spouses or friends, colleagues, and on-site consultants. E-mail users had hardware and software resources, training, support, and encouragement to use e-mail. Non-users were uncomfortable with the technology. Principals must be role models for the use of technology. E-mail has the potential to break down barriers of geographic isolation and instill a sense of community. If future educational leaders are to meet the challenges of an information age, colleges must provide instruction in the use of computers and e-mail. Contains 92 references and the survey questionnaire. (TD)

ED 408 136 RC 021 052

Martin, Nancy K.; And Others
Beliefs Regarding Classroom Management Style: Differences between Male & Female, Urban & Rural Secondary Level Teachers.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Classroom Environment; *Classroom Techniques; Discipline; High Schools; *Rural Urban Differences; *Secondary School Teachers; *Sex Differences; *Teacher Attitudes; Teacher Characteristics; Teacher Student Relationship; Teacher Surveys; Teaching Methods

This study represents a continuation of research efforts to further refine the Attitudes & Beliefs on Classroom Control (ABCC) Inventory, an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices. Data were collected utilizing the ABCC, selected subscales of the 16 Personality Factor Questionnaire (16PF), and demographics. The subject pool was composed of 154 certified high school teachers employed by three high schools in two public school districts in the southwest United States. The majority of the subjects were female (60 percent) and from urban school districts (74 percent). Rural teachers were significantly more controlling and interventionist on the instructional management subscale, which addresses aspects of classroom management such as monitoring seatwork, structuring daily routines, and allocating materials. Urban teachers were significantly more interventionist on the people management subscale, which pertains to teachers' beliefs about students as persons and what teachers do to enable them to develop. Differences on the behavior management subscale, which includes providing feedback, commenting on behavior, and giving directions, did not reach significance. No significant differences by gender were found on any of the three ABCC subscales. Evidently, the teaching setting is more of a factor than gender in determining one's beliefs about classroom management style at the high school level. Contains 25 references and 7 tables and figures. (Author/TD) creates discourse from which individuals make their own sense and communicate with others. Contains 39 references. (DDR)

ED 408 152 SE 059 975

Schifter, Deborah
Developing Operation Sense as a Foundation for Algebra.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Arithmetic; Career Awareness; Course Content; Curriculum Development; Educational Change; Elementary Secondary Education; Mathematics Activities; Mathematics Instruction; *Number Concepts

This paper posits that, as educators' attention turns to elementary mathematics as preparation for algebra, it is important to begin by examining the kind of elementary mathematics content teaching that is aligned with reform. The paper calls for a close examination of students' development of operation sense. The role of children's engagement with the four basic operations in their preparation for algebra is also discussed. One method of data collection used in this study is episode writing. Six of the scenarios presented in this paper are taken from episodes written by teachers in a National Science Foundation teacher-enhancement project known as Teaching To the Big Ideas. Although the question of how elementary education can prepare students for algebra is addressed here, teachers at other levels still need to be prepared to help their students begin to make meaning of the language of algebra. Implications of this work include the idea that other notional systems such as diagrams, graphs, and tables in written and electronic forms are important for students to understand. Contains 62 references. (DDR)

ED 408 153 SE 060 024

Treiman, Allan; And Others
Exploring Mars. Grades 5-12.
PUB DATE- 97
NOTE- 9p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Elementary Secondary Education; Futures (of Society); *Science and Society; Science Curriculum; *Space Exploration; Space Sciences
IDENTIFIERS- *Mars (Planet)

This learning guide provides detailed information about exploring the planet Mars. The guide covers a variety of topics related to space exploration including: (1) the reasons for exploring Mars; (2) a history of the exploration of and thinking about Mars beginning with the Babylonians and continuing through the Viking missions; (3) the status of current exploration projects that include the planet Mars; (4) a discussion of why continuity in the Mars exploration program is important; (5) an outline of future Mars exploration missions that are underway or in the planning stage; and (6) four activities for students. The activities enable students to explore the following: (1)

students to wonder, ask questions, and develop knowledge and skills through classroom interactions. Chapters include: (1) Observations and Presentations; (2) Marine Activities in Landlocked Classes; (3) Food Explorations; (4) Evolutionary Investigations; and (5) Classification Studies. (JRH)

ED 408 174 SE 060 259

She, Hsiao-Ching; Fisher, Darrell L.
The Development and Validation of a Questionnaire for Assessing Student Perceptions of Teacher-Student Interaction in Taiwan and Australia.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Foreign Countries; Interviews; *Questionnaires; Secondary Education; *Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- Australia; Taiwan

This study reports on the development and validation of a questionnaire to assess student perceptions of the teacher-student interaction in Taiwan and Australia. The questionnaire is part of a cross-national study of science classroom environments in Taiwan and Australia. The questionnaire contains five domains: (1) higher-order questioning behavior; (2) encouragement and praise behavior; (3) non-verbal supportive behavior; (4) understanding and friendly behavior; and (5) strict behavior. The development process included the translation of the Chinese version into English, the back translation of the English version into Chinese again by people not involved in the original translation, and subsequent changes to wording where necessary. Following the translation, a pilot study was conducted in both countries which included interviews with students about their comprehension and interpretation of individual items in the questionnaire. Refinements were made to the questionnaire based on statistical analyses the interviews. Administration of the questionnaire to a total of 100 grade 7-9 science classes (N=2,397) from both Taiwan and Australia supported each scale's internal consistency, reliability, and validity. Contains 11 references. (Author/JRH)

ED 408 175 SE 060 263

Coutts, Linda; And Others
Missouri's Framework for Curriculum Development in Mathematics K-12.
PUB DATE- 96
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Communication; *Curriculum Development; *Educational Strategies; Elementary Secondary Education; Integrated Curriculum; Interdisciplinary Approach; Mathematics Education; *Mathematics Instruction; Mathematics Skills;

the tasks to be completed. Contains 23 references. (JRH)

ED 408 197 SE 060 302

Barber, Jacqueline
Of Cabbages and Chemistry.
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemical Reactions; Cooperative Learning; Elementary Education; Evaluation; *Interdisciplinary Approach; *Science Activities; *Scientific Concepts; Teaching Guides; Thematic Approach

This book contains a series of engaging activities that offer students a chance to explore acids and bases using the special indicator properties of red cabbage juice. The activities allow students to discover acids and bases through their own experiments and interpretations. The skills of observing, recording results, comparing, classifying, experimenting, and drawing conclusions are promoted, and the concepts of acid, base, neutral, indicators, pigments, safety, neutralize, and concentration are also covered. The important themes are systems and interactions, stability, patterns of change, scale, and matter. Summary outlines, extensions, assessment suggestions, literature connections, and data sheets are also included. (JRH)

ED 408 198 SE 060 304

White, Arthur L., Ed.; And Others
Making a Difference: Building a Coherent Theory of Learning. Final Program and Abstracts of NARST Annual Meeting (Oak Brook, Illinois, March 21-24, 1997).
PUB DATE- 97
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Environment; Cultural Context; Educational Change; Educational Strategies; Educational Technology; Elementary Secondary Education; Epistemology; Evaluation; Higher Education; Misconceptions; Nonformal Education; Philosophy; Science Curriculum; *Science Education; Teacher Education; Teaching Methods
IDENTIFIERS- Gender Issues; *National Assn for Research in Science Teaching

This document contains the final program and abstracts for the 1997 annual meeting of the National Association for Research in Science Teaching (NARST). Strands of the meeting included "Learning: Students' Conceptions and Conceptual Change"; "Learning: Classroom Contexts and Learner Characteristics"; "Teaching"; "Teacher Education"; "Curriculum, Evaluation, and Assessment"; "Cultural, Social, and Gender Issues"; "Educational Technology"; "History, Philosophy, and Epistemology"; and "Informal Learning". This program also contains general information about NARST including NARST Outstanding Paper Award submissions, an explanation of program session formats, the strand key, publishers' exhibits, information about the 1998 NARST annual meeting, strand coordinators, program proposal assessors, award winners, and

It All Together." Contains a 30-term glossary and an index. (EH)

ED 408 221 SO 027 301

She, Colleen
A Student's Guide to Chinese American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Asian Americans; *Asian Studies; Biographies; *Chinese Americans; *Chinese Culture; Elementary Secondary Education; Ethnic Groups; Ethnic Origins; *Family History; Family Life; Family (Sociological Unit); Foreign Countries; *Genealogy; Information Sources; Interviews; Multicultural Education; Oral History; Reference Materials; Social History; Social Studies
IDENTIFIERS- China

This book provides a step-by-step guide to genealogical research in the United States and China for Chinese Americans. The book also contains information on the history of China and its relationship with the United States. Chapters include: (1) "Making History Come to Life"; (2) "Being Chinese Americans"; (3) "Social Structure and Genealogy in Chinese History"; (4) "Starting Your Search in the United States"; (5) "Chinese Clan Registers"; (6) "Local Gazetteers"; (7) "Oral History"; and (8) "Your Final Result." Contains a 20-term English and a 34-term Chinese glossary and an index. (EH)

ED 408 222 SO 027 302

Schleifer, Jay
A Student's Guide to Jewish American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biographies; Elementary Secondary Education; Ethnic Groups; Ethnic Origins; *Family History; Family Life; Family (Sociological Unit); Foreign Countries; *Genealogy; Information Sources; Interviews; *Jews; *Judaism; Kinship; Multicultural Education; *Oral History; Reference Materials; *Religious Cultural Groups; Social History; Social Studies
IDENTIFIERS- Israel

This book provides a step-by-step guide to genealogical research in the United States and other countries for Jewish Americans. The book also contains information on the history of the Jews, including the Diaspora, the Holocaust, immigration to the United States, and the establishment of the modern state of Israel. Chapters include: (1) "The Box in the Closet"; (2) "In the Beginning..."; (3) "The Jewish Diaspora"; (4) "Coming to America"; (5) "Never Forget, Never Again"; (6) "Two Promised Lands"; (7) "Genealogical Ground Rules"; (8) "Gaining Knowledge from Family Members"; (9) "Searching for Records"; (10) "Research on the Holocaust and Your Ancestors' Roots"; and (11) "Conclusion." Contains a 22-item glossary and an index. (EH) concerning gender, students were challenged to reexamine their own values and see the importance of gender inclusive pedagogy and curriculum planning. Students were asked to explain their own understanding of gender relations, how they would address gender equity in their own classrooms, and how their course work enhanced or limited their understanding. Most students were able to demonstrate an awareness of ways gender relations were constituted in their lives and to "problematize" gender relations. Although students requested practical gender inclusive strategies for the classroom, during the interviews it became clear to the research team that providing courses and strategies might be a "band-aid" approach and so hinder students from achieving a deeper analysis. It also became clear that the researchers' commitment to feminism had made them somewhat "hard of hearing" when it came to the students and their interpretation of gender relations. (Contains 29 references.) (LH)

ED 408 242 SP 037 331

Nash, John B.; Moroz, Pauline
Computer Attitudes among Professional Educators: The Role of Gender and Experience.
PUB DATE- Jan 97
NOTE- 7p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Attitudes; *Computer Literacy; Computer Uses in Education; Education Courses; Elementary Secondary Education; Graduate Students; Higher Education; Microcomputers; *Sex Differences; Surveys; *Teacher Attitudes; Teachers
IDENTIFIERS- *Gender Issues

As the number of microcomputers in schools increases, it becomes more important for staff to provide opportunities for student use. When viewed as an innovation, student use of computers in schools can be susceptible to the same implementation problems as any innovation. Attitude is one factor that can influence success of implementation. In order to address the problem of underuse of computers in the classroom, this study re-visits the issue of the effect of gender and experience on computer attitudes. The Computer Attitude Scale (CAS) was administered to 289 teachers (91 male, 192 female) enrolled in graduate education courses at a large southwestern university. In general, the results suggested that the respondents had fairly positive attitudes. The results supported previous research indicating that experience is a differentiating factor but did not support the theory that gender affects attitudes toward computers. (Contains four tables and eight references.) (LH)

ED 408 243 SP 037 332

Making Sense of Global Reform in Initial Teacher Education: A Discussion Paper.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Community; Elementary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Student Teachers; Student Teaching; *Teacher Collaboration; Teacher Education Programs
IDENTIFIERS- *Emporia State University KS

Each year since 1993 the Teachers College at Emporia State University (Kansas) has placed 20 to 30 of its senior elementary education students in Professional Development School (PDS) sites in selected elementary schools. In the Emporia State PDS model, faculty from a public elementary school collaborate with faculty from the university to provide preservice teachers with instruction and practice in acquiring the skills and attitudes needed for effective teaching. The preservice teachers complete their methods classes and student teaching in a year-long clinical program that is completely field-based and involves ongoing, active, collaboration between the elementary school faculty and university faculty. Support from the elementary school is essential to the success of the PDS program and skilled mentor teachers are required. The elementary school faculty and administrators provide instruction and evaluation as well as professional and personal support. Preservice teachers are made a part of the school sites by inclusion in staff meetings and social events, and they receive defined expectations from school faculty and the principal. Preservice teachers are also encouraged to form informal support groups among themselves, and they are given opportunities for group work and development of group interaction skills. (JLS)

ED 408 262 SP 037 352

Churchill, Rick; Williamson, John
Educational Change and the New Realities of Teachers' Work Lives: Australian Perspectives.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Environment; Elementary Secondary Education; Foreign Countries; Parent School Relationship; Parent Teacher Cooperation; Surveys; *Teacher Attitudes; *Teacher Influence; *Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- *Australia

This paper presents the Australian perspective on a study conducted by the Consortium for Cross-Cultural Research in Education. Only 23 percent of the Australian teachers in the sample perceived the main objective of significant change as relating directly to their own work context. While most respondents saw themselves as "adapters" (63 percent) rather than "adopters" (3 percent), "compliers" (17 percent) or "resisters" (7 percent) in their response to educational change, internal changes attracted significantly more positive attitudes than did changes seen as originating externally. Almost half (47 percent) felt that the changes that had affected them most in their work were intended to serve the

*Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Reflective Teaching; *Self Evaluation (Individuals); *Student Development
IDENTIFIERS- *Bank Street College of Education NY

Case study methodology is used to explore the progress of one cohort of graduate students at Bank Street College of Education (New York). The portfolio process requires students to: (1) identify and discuss the artifacts that they find most significant in their personal and professional development; (2) identify connections between and among artifacts; (3) reflect upon these connections in order to identify a unifying theme; (4) examine artifacts and theme for both personal and theoretical perspectives; and (5) participate in public presentations of the portfolio. Data for the study were gathered from a subgroup of five 1996-97 portfolio candidates, all of whom had completed their supervised field work and were working full or part time in school, day care, or community service settings. As students reflected on the process, several themes emerged. The first was trust: trust in self, trust in other, and trust in the process. Only when they began to feel safe, were students willing to take risks. A second theme was synergy. As students began to bond with one another, a palpable energy developed; this energy provided support for the effort of each individual. A third theme was the development of an understanding of the process. Findings suggest that reflective practice develops in the context of conversations occurring in an environment of trust. (Contains 17 references.) (ND)

ED 408 282   SP 037 382

Peppard, Judy
A Guide to Connected Curriculum and Action Research.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Curriculum Design; Educational Objectives; Elementary Secondary Education; Faculty Development; *Instructional Improvement; *Integrated Curriculum; *Interdisciplinary Approach; Teacher Improvement
IDENTIFIERS- *Teacher Researchers; *Wisconsin

Teachers in the Connecting the Curriculum (CTC) Project utilized action research to study curriculum connections. This guide provides basic information on connected curriculum and action research and explains the processes that underlie them. Chapter 1 introduces connected curriculum, including definitions, frameworks, and multidisciplinary and integrated approaches. Chapter 2 looks at the beliefs that support connected curriculum frameworks, including key beliefs, learning theory, equity, assessment, technology, and systemic reform. Chapter 3 provides examples of using standards and connected frameworks, including an explanation of the Wisconsin learner outcomes. Chapter 4 explores the basics of action research, providing examples. Chapter 5 focuses on reflections by teacher researchers on connected curriculum and action research. Chapter 6 discusses what teachers learned from the CTC Project, based on action researchers' concluding reports. Chapter 7 explores implications for professional development of teachers, lists strategies, and provides the CTC recommendations. Four appendices provide: (1) brief sketches of selected CTC action assess improvement in performance ratings, an annual performance index is used to evaluate schools within the accreditation level. Information is provided in the following categories for each district and agricultural high school: (1) demographic information; (2) percent of students in the lowest quarter; (3) student and teacher information; (4) special education; (5) vocational education; (6) finance; (7) Chapter 1/Title I funds and programs; (8) other achievement indicators; (9) performance standards; and (10) school level test data. The report contains one state table and a chart of the above indicators for each educational agency. (SLD)

ED 408 302 TM 026 504

Snyder, Patricia A.; Thompson, Bruce
Use of Tests of Statistical Significance and Other Analytic Choices in a School Psychology Journal: Review of Practices and Suggested Alternatives.
PUB DATE- 24 Jan 97
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Psychology; *Educational Research; *Effect Size; Elementary Secondary Education; Research Methodology; Research Reports; *Scholarly Journals; *School Psychologists; Statistical Inference; *Statistical Significance; Test Interpretation; *Test Use
IDENTIFIERS- American Psychological Association

The use of tests of statistical significance was explored, first by reviewing some criticisms of contemporary practice in the use of statistical tests as reflected in a series of articles in the "American Psychologist" and in the appointment of a "Task Force on Statistical Inference" by the American Psychological Association (APA) to consider recommendations leading to improved practice. Related practices were reviewed in seven volumes of the "School Psychology Quarterly," an APA journal. This review found that some contemporary authors continue to use and interpret statistical significance tests inappropriately. The 35 articles reviewed reported a total of 321 statistical tests for which sufficient information was provided for effect sizes to be computed, but authors of only 19 articles did report various magnitudes of effect indices. Suggestions for improved practice are explored, beginning with the need to interpret statistical significance tests correctly, using more accurate language, and the need to report and interpret magnitude of effect indices. Editorial policies must continue to evolve to require authors to meet these expectations. (Contains 50 references.) (SLD)

ED 408 303 TM 026 505

Thompson, Bruce; Snyder, Patricia A.
Use of Statistical Significance Tests and Reliability Analyses in Published Counseling Research.
PUB DATE- 25 Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

previous research that indicates that the amount of experience people have with computers has an effect on their perceptions of self-efficacy for computer-related tasks. (Contains 3 tables and 31 references.) (Author/SLD)

ED 408 321 TM 026 574

Zay, Danielle
How To Make Research Useful for Schools? The Emergence of Researchers-Practitioners Partnerships through Teacher Education Reform in France.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Research; Foreign Countries; Higher Education; Information Dissemination; *Partnerships in Education; Research Methodology; Research Needs; *Researchers; *Teacher Education; Technical Assistance; *Theory Practice Relationship
IDENTIFIERS- *France; *Instituts Universitaires de Formation des Maitres

In France the creation of Instituts Universitaires de Formation des Maitres (IUFMs), university institutes of teacher education, has revived the question of the role of research in teacher education. The IUFM is not part of a university and does not have the same status. It has to negotiate a contract with a university. The importance of research in the practice of IUFMs was studied with emphasis on collaboration between researchers and practitioners. Semi-structured interviews with the directors of the 28 IUFMs, document review, and case studies of 15 IUFMs provided data for a series of monographs (14 in all) about educational research and teacher education in France. All of the IUFMs were created with a research function or structure, and their main research dissemination effort has been the creation of networks for training and exchange. These systems are organized around information, methodological help, and material and financial help. The proliferation of horizontal research networks created by the IUFMs is modifying educational research in the demand they create for information, the relations among producers of research, and research processes. The IUFMs have fostered a high demand for applied educational research and have encouraged new partnerships, new modes of training for research, and new subjects for research. (Contains 60 references.) (SLD)

ED 408 322 TM 026 575

Bode, Rita K.
Measuring Feedback-Seeking Modes: An Alternative to Composite Scores.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Feedback; Higher Education;

Item Response Modeling.
SPONS. AGENCY- Taiwan National Science Council, Taipei.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; *Constructed Response; Foreign Countries; Interrater Reliability; *Item Response Theory; *Mathematical Models; *Test Items
IDENTIFIERS- Rater Effects; Taiwan

Traditional approaches to the investigation of the objectivity of ratings for constructed-response items are based on classical test theory, which is item-dependent and sample-dependent. Item response theory overcomes this drawback by decomposing item difficulties into genuine difficulties and rater severity. In so doing, objectivity of ability estimates is achieved, even though objectivity of ratings is poor. However, most item response models are too rigid to fit complexity of rater severities. Also, other types of items in the same test are excluded when estimating rater severities. These problems are addressed in this study. Several advanced models are proposed to explore severity changes over items and within items. In addition, multilevel and multidimensional models are formed to incorporate both multiple-choice items and constructed-response items in the test to increase estimating accuracy and model fit. The proposed models are made possible by a newly developed item response model, the multidimensional and multilevel random coefficients multinomial logit model. A real data set from the biology subject of the 1995 Joint College Entrance Examination in Taiwan was analyzed to demonstrate the advantages of this approach. (Contains 5 tables, 6 figures, and 35 references.) (Author)

ED 408 341 TM 026 594

Ouimet, Judith A.; Hanson, Gary R.
Research Methodology in the Information Age: A Comparison of Two Survey Techniques.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Oriented Programs; Data Collection; Educational Technology; Higher Education; *Questionnaires; *Research Methodology; Sample Size; *Telephone Surveys; *Undergraduate Students
IDENTIFIERS- *Interactive Telephone Data Collection

Historically, data have been collected from survey participants through a paper-and-pencil questionnaire or through interviews in person or on the telephone. This study compares the use of a new approach, interactive telephone data collection (ITDCT) to traditional paper-and-pencil collection. ITDCT administers survey items through a digitized human voice using a computer software program. Respondents enter their responses by pushing telephone keypad numbers. From an initial sample of 5,908 students, data about the community and campus environment were collected from 867 undergraduates though a questionnaire and from 666 through ITDCT. The overall response rate was relatively low because of the timing (last week of the students to the classroom teacher; (2) differences in instruction and management when more than one adult is in the classroom; (3) teachers' perceptions of students' awareness of teacher training; (4) reflectiveness in professionalism as a teacher educator; (5) difficulties in teaching required skills for state-mandated testing because of involvement as a PDS mentor; (7) the university's role at the collaboration site; and (8) enjoyment of having a PDS preservice teacher. General findings indicate a positive attitude towards participating in a PDS partnership. Results also suggest that teachers were actively interested in integrating university ideas delivered through their PDS preservice teachers. (Contains one table and nine references.) (Author/SLD)

ED 408 360 TM 026 760

Williams, Patricia; Lundsteen, Sara W.
Home Literacy Portfolios: Cooperative Tools for Assessing Parents' Involvement in Their Prekindergarten Child's Literacy Development.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Family Programs; *Literacy; Literacy Education; Parent Education; *Parent Participation; Partnerships in Education; *Portfolio Assessment; Portfolios (Background Materials); *Preschool Children; Preschool Education; Reading Aloud to Others; Workshops

One approach to promote partnerships between parents and schools and parents' involvement in a child's literacy development is to instruct parents through a workshop about literacy development and how to develop a portfolio of their child's literacy development reflecting literacy behavior at home. Parents of prekindergarten students in one public school in Texas were selected by teachers to be invited to such a workshop. Participants included six parent-child dyads, two African American dyads, two Hispanic dyads, and two Anglo-American dyads. The theory of child development of A. Vygotsky and U. Bronfenbrenner's theory of human ecology were the bases for the program. Interviews with participants established the amount of parent involvement prior to the workshops. Workshops were held once a week for 8 weeks to encourage parents to be more aware of literacy development and to read to their children. Parents were involved in their children's literacy development to begin with, but their awareness was increased by attending the workshops and developing the home literacy portfolios. Findings suggest that the home literacy portfolio is also a useful took for sharing information at parent/teacher conferences. (Contains one table and nine references.) (SLD)

ED 408 361 TM 026 761

Ashby, John
Standardised Assessment of Mathematical Concepts in Students Aged Four Plus in England and Wales.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

through a primary data collection effort. The report shows that considerable knowledge is available about educating English language learners and bilingual students. Findings about the state of knowledge and research needs are summarized in the following chapters: (1) "Overview"; (2) "Bilingualism and Second-Language Learning"; (3) "Cognitive Aspects of School Learning: Literacy Development and Content Learning"; (4) "The Social Context of School Learning"; (5) "Student Assessment"; (6) "Program Evaluation"; (7) "Studies of School and Classroom Effectiveness"; (8) "Preparation and Development of Teachers Serving English-Language Learners"; (9) "Estimating Population Parameters"; (10) "Issues Related to the Research Infrastructure"; and (11) "Priorities for Research." Four appendixes discuss the research infrastructure, interviews conducted, funded research activities, and committee sources. Each chapter contains references. (Contains two tables). (SLD)

ED 408 378 UD 031 728

Gaskell, Jane S., Ed.; McLaren, Arlene Tigar, Ed.
Women and Education. Second Edition.
PUB DATE- 91
NOTE- 399p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Education; *Curriculum Development; Elementary Secondary Education; *Equal Education; *Females; *Feminism; Foreign Countries; Higher Education; Sex Differences; *Sex Fairness
IDENTIFIERS- *Canada; *Social Constructivism

This collection of studies argues that education cannot be understood unless it is examined from a gendered perspective. This overview of women and education, which emphasizes the Canadian experience, explores questions raised by female educational experiences to introduce new ways of thinking about education in general. The feminist perspective insists that the difference that gender makes is historically constructed, and that gender is a major form of stratification that has given most men authority and power over most women. Gender inequality is intertwined with other forms of socially constructed inequalities based on class, race, ethnicity, religion, and sexual orientation. A major emphasis in this second edition is the development of curriculum content. The 16 chapters are grouped into these sections: (1) "Women as Mothers, Women as Teachers"; (2) "Unequal Access to Knowledge"; (3) "The Nature of Curriculum: Whose Knowledge?"; and (4) "Beyond Schooling: Adult Education and Training." Each chapter contains references. (Contains 1 graph, 5 figures, and 17 tables.) (SLD)

ED 408 379 UD 031 731

Robinson, Bennie C.
The New Morbidity: Risk Factors Associated with Violence.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Behavior Patterns; *Black Youth; Costs; Crime; Databases; Homicide; Males; Models; *Public Health; *Risk; Socioeconomic Status; Suicide; Urban Youth; *Violence

Minorities, Education, Empowerment.
PUB DATE- 92
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022), Creative Works (Literary and Dramatic) (030), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dominicans; *Elementary Secondary Education; *Empowerment; English Only Movement; English (Second Language); Higher Education; *Hispanic Americans; *Minority Groups; *Multicultural Education; *Role of Education; Socioeconomic Status
IDENTIFIERS- *Hispanic American Students; Latinos; Marginality

This special issue explores the relationship between education and empowerment and considers whether it still is valid to assume that school provides the key for people in the lower social strata in America to achieve material well being. Taken together, the essays, poetry, and studies of this issue explore the experience of social marginality in the United States, emphasizing that there is much to celebrate and much to hope for. The following contributions are included: (1) "Editors' Foreword: Marginality and Schooling" (Ramona Hernandez and Silvio Torres-Saillant); (2) "Small Victories or Big Defeats?" (Bruce P. Baskind); (3) "My English" and "Poems" (Julia Alvarez); (4) "The Pitfalls of Comparing Marginal Groups" (Ramona Hernandez); (5) "Dominicans in Higher Education" (Hanan C. Orna); (6) "Dominican High School Students: Hopes and Problems" (Leona Marsh); (7) "Confessions of a Full Professor" (Alfredo Villanueva-Collado); (8) "CUNY and the Puerto Rican/Latino Community: Issues for the 1990s" (Camille Rodriguez and Ramon Bosque-Perez); (9) "English Only: Its Historical Antecedents" (Gerald Meyer); (10) "What's beyond the English Language Amendment: An Update" (Henry Lesnik); (11) "Madre Luna" (Jose Luis Colon Santiago); and (12) "Western Discourse and the Curriculum (The Uniting of Multicultural America)S (Silvio Torres-Saillant). Many contributions contain references. (SLD)

ED 408 398 UD 031 751

Alarcon, Odette; And Others
An Approach to Engaging in Culturally Sensitive Research on Puerto Rican Youth. Working Papers Series No. 275.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *Adolescents; *Children; Coping; *Cultural Awareness; Ecological Factors; *Educational Research; Ethnography; Longitudinal Studies; Migration; *Puerto Ricans; *Research Design; Research Methodology; Social Class; Urban Youth

This paper describes two culturally-sensitive longitudinal studies of normal development of Puerto Rican adolescents and children growing up in the United States. A number of areas pertinent to Puerto Ricans and other minorities that have previously been neglected are studied. Both projects are grounded in a cultural-ecological approach in which the child sample of vocational students (n=3,161). Appendixes provide the CCSEQ, suggestions for its use and interpretation of results, a list of the 56 colleges, code for calculating outcomes, tables of outcomes, and a discussion of CCSEQ's applications for improving student learning and development. Contains references. (HAA)

ED 407 955 JC 970 254

Erickson, Lowell Janes
The Los Angeles Community College District Crisis, 1981-1987.
PUB DATE- 97
NOTE- 196p.; For a related discussion of the crisis statewide, see JC 970 255.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; *Educational Finance; Educational History; Enrollment Trends; *Financial Exigency; Governance; Governing Boards; Multicampus Districts; *Reduction in Force; *Retrenchment; State Aid; Trustees; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

This document describes a crisis in enrollment, funding, and governance that occurred in the Los Angeles Community College District (LACCD) between 1981 and 1987. Following introductory materials, chapter 1 reviews the history of the LACCD and the effect of funding reductions caused by 1978's Proposition 13. The next two chapters review the beginnings of the crisis from 1981 to 1983 and the continuance of the crisis from 1983 to 1985, highlighting the effects on District colleges and employees of state funding cuts, enrollment fluctuations, controversy over the appointment of a new vice chancellor, and controversial salary cuts and layoffs. Chapter 4 discusses the climax of the crisis from 1985 to 1986, highlighting three evaluations that were undertaken of District finances and management, a controversial decision to layoff 147 faculty, and the decision to replace two District college presidents. The next chapter explains how the crisis subsided in 1986-87, describing improvements in enrollment and finances, the attainment of a balanced budget and reversal of previous deficits, and sweeping changes in the Board of Trustees. Chapter 6 reviews the changes in staffing, funding, programs, recruitment, and institutional planning during the crisis years of 1985 to 1987, while chapter 7 addresses the impact of the crisis from 1987 to 1989, including the resignation of the District Chancellor, and ongoing problems from 1989 to 1996. Contains 468 references. (HAA)

ED 407 956 JC 970 255

Erickson, Lowell Janes
The California Community College Crisis: A Study of Mission, Governance, and Funding, 1981-1987.
PUB DATE- 97
NOTE- 84p.; For a related report on the crisis in the Los Angeles Community College District, see JC 970 254.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; Educational History; Enrollment Trends;

received an average of $365 per intern per term. Information on the background and growth of internship programs in the state and; a report of progress made by regional internship projects in the Bay Area, Los Angeles-Orange County, Northern California, and San Diego; and six recommendations are included. The survey instrument and state regulations on faculty interns are appended. (HAA)

ED 407 974 JC 970 314

Helm, Phoebe
Corridors to Economic Growth and Employment: 1994-95 Final Report to the Governor and the Legislature.
PUB DATE- Jul 96
NOTE- 93p.; For the 1992-93 report on ED Net, see ED 377 936.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Economic Development; Labor Force Development; *Networks; *Outcomes of Education; *Resource Centers; *School Business Relationship; *Technical Assistance; Trade and Industrial Education; Two Year Colleges; Use Studies; Vocational Education
IDENTIFIERS- *California Community Colleges; Small Business Centers

The Economic Development Network (ED Net) of the California Community Colleges was designed to advance the state's economic growth and competitiveness by coordinating and facilitating workforce improvement, technology deployment, and business development initiatives. This report reviews outcomes for ED Net for 1994-95 based on reports prepared by funded projects. First, ED Net is described and information is provided on the historical context to and purposes for its foundation, methods through which employers can access its services, project funding categories, and barriers to access at the state and federal levels. Status reports, including information on the purpose, clients served, and sample activities, are then presented for the following ED Net services: (1) Small Business Development/Business Resource and Assistance centers; (2) Centers for International Trade Development; (3) Workplace Learning Resources Centers; (4) Locally-Based Statewide Leadership and Technical Assistance programs; (5) Regional Environmental Business Resource and Assistance centers; (6) Centers for Applied Competitive Technologies; (7) contract education; (8) the Locally-Based Statewide Economic Development Coordination Network; (9) the Model Programs for Community Economic Development project; and (10) the Employer-Based Training and Faculty In-Service/Intensive In-Service Training programs. Appendixes provide a list of strategic partners by program, ED Net executive committee members, an organizational/staffing chart, and sections from the California Education Code related to ED Net reporting requirements. (HAA)

ED 407 975 JC 970 315

Consultation Handbook, September 1996.
PUB DATE- Sep 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

the following categories is presented for each college: a descriptive summary, age by gender and age by ethnicity, ethnicity by gender and ethnicity by citizenship, unit load by gender and hour load by gender, unit load by age and unit load by residence, goal by age and goal by ethnicity, and goal by day/evening enrollment and goal by educational attainment. Tables are offered for the Los Angeles Community College District, Los Angles City College, East Los Angeles College, Los Angeles Harbor College, Los Angeles Mission College, Los Angeles Pierce College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Los Angeles Valley College, West Los Angeles College, and the Instructional Television Program. Highlights for Los Angeles Community College District (LACCD) include the following: (1) the district had 98,645 students enrolled in credit classes during census week in the fall of 1996; (2) full-time students, enrolling in 12 course units or more, comprised 27% of the student population; (3) 55% of Hispanics and 50% of Asians were "traditional" college age; and (4) over half (51%) of those between the ages of 20-24 and 40% of those under 20 indicated an intention to transfer. (HAA)

ED 407 993 JC 970 335

Taber, Lynn Sullivan
A Report on the Faculty and Staff Development Needs and Preferences of Alabama's Two-Year College Employees.
PUB DATE- Mar 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *College Faculty; *Community Colleges; Data; *Demography; *Employee Attitudes; Employees; Employment; *Institutional Role; Professional Development; Self Evaluation (Groups); *Staff Development; Training; Two Year Colleges
IDENTIFIERS- Alabama

This report presents data from a study designed to determine the faculty and staff development needs of Alabama's two-year college faculty and staff and to measure the extent to which those needs are perceived as being met. Information is provided for gender, race, and employee classification; employee life plans; length of time employed; highest level of education attained and educational plans; faculty and staff development needs; ranked, self-perceived development priorities of faculty, staff, and administrators; perceptions about the amount and type of professional development available; participation in faculty or staff development last year; perceptions of institutional support; location and format preferences; and credit and non-credit development length and format preferences. Selected development topics within priority categories and a list of colleges returning ten or more surveys are appended. Highlights include the following: (1) 63% of Alabama's two year college employees in March 1997 were female, while 35% were male; (2) the likelihood of employees continuing to work in a community college was 70%; (3) 35% of employees had been employed at the college for less than five years, 28% for five-ten years, and 35% for 10 or more years; and (4) almost 90% of all respondents participated in less than two days of development activities during the past year. (HAA)

ED 407 994 JC 970 336

Problems; Change Strategies; *Classroom Techniques; Conflict Resolution; Cooperative Learning; *Discipline; Elementary Education; Grade 3; Grade 8; Interpersonal Competence; Middle Schools; *Student Behavior

This action research project involved implementation of a program designed to minimize inappropriate student behavior that interfered with instruction. The target populations were students in three third grades in an elementary school, one third grade in an intermediate school, and one eighth grade social studies class in a middle school. All schools were located in the northern suburbs of Chicago. The problem of student misbehavior was documented with behavior checklists, student surveys, administrator interviews, and teacher observations. Probable causes included changing family structures and negative media influence. Teachers also felt that a lack of comprehensive training in effective discipline techniques contributed to difficulties in establishing a well-ordered classroom. A review of solution strategies suggested by knowledgeable others and an analysis of the problem setting resulted in the development of a positive discipline program, an increased instructional emphasis on social skills in a cooperative learning setting, and the integration of these skills into content areas. Post-intervention data indicated that positive classroom management techniques, coupled with cooperative learning and social skills reinforcement, decreased classroom misbehavior and thus allowed more time for classroom instruction. (Appendixes present data collection instruments and sample lessons. Contains 31 references.) (Author/EV)

ED 408 012 PS 024 588

Berry, Gina; And Others
Improving Student Achievement through Behavior Intervention.
PUB DATE- May 96
NOTE- 176p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight. Some pages in the appendices contain filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Behavior Change; *Behavior Problems; Change Strategies; *Classroom Techniques; Conflict Resolution; *Cooperative Learning; Discipline; Grade 5; Intermediate Grades; Interpersonal Competence; *Student Behavior
IDENTIFIERS- Organizational Skills

This report describes a program that was designed to identify and modify disruptive student behavior and improve academic performance. The targeted fifth grade class had been noted for inappropriate behavior and sporadic academic success, with problems documented by teacher observation surveys and self-reporting by students. Probable causes included lack of self-esteem, lack of personal commitment to academic tasks, lack of responsibility, underdeveloped social skills, an inability to set goals, and a lack of completed work (possibly indicating an avoidance of failure). Solutions addressed three main areas of concern: cooperative learning techniques, conflict resolution strategies, and organizational skill development. The emphasis was on identifying individual academic and social skill deficiencies and providing structured activities to strengthen and improve desired skills. As a result of the introduction and frequent use of cooperative learning techniques; the development of organizational skills through the use of assignment notebooks, weekly parent notes and reward times for family-community-school partnerships; (17) 6 types of family-community participation; and (18) checklist for schools for making partnerships work. (SD)

ED 408 030 PS 025 391

Kimball, Gayle
The Teen Trip: The Complete Resource Guide.
PUB DATE- 97
NOTE- 523p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; Body Image; Citizen Participation; *Coping; Drug Education; Emotional Response; Health Education; High Schools; Higher Education; Interpersonal Competence; Money Management; Parent Child Relationship; Peer Influence; Peer Relationship; Sex Education; Student School Relationship; Youth Problems
IDENTIFIERS- *Adolescent Attitudes

This book compiles statements by young people (mostly from the United States) describing the primary issues they face as adolescents and how they cope with them, and incorporates a range of expert information to respond to these concerns. Chapters are: (1) "Body," covering topics of acne, body image, dieting and eating disorders, disabilities, illness and injuries, men's health, violence prevention, and women's health; (2) "Feelings," covering anger, assertiveness, communication skills, conflict resolution, depression, grief, love, mental illness, self-esteem, shyness, stress management, and suicide prevention; (3) "Sexuality," covering abortion, anatomy/puberty, birth control, child abuse, the "double standard," homosexuality, masturbation, teen parenting, rape and abuse, STDs and AIDS, and when to make love; (4) "Drugs," discussing alcohol, cigarettes, illegal drugs, parents who are drug addicted, and techniques to change unhealthy habits; (5) "Family," covering adoption, child abuse/neglect, domestic violence, death, divorce, family fun, poverty, runaways/foster care, siblings, and stepfamilies; (6) "Peers," exploring abuse in dating, cliques, gangs, homosexuality, love, put-downs and bullies, understanding the other sex, and youth publications; (7) "School," covering advice about how to succeed, dropouts, employer/school relationships, ethnicity, international education, latchkey students, reform models, sexism, sexual harassment, and violence prevention; (8) "Good Grades," covering achieving goals, concentrating in class, essay writing, learning disabilities, learning styles, parent involvement, time management, research papers, and tests; (9) "College," exploring why to go to college, getting into college, financing college, and preparing for the first year; (10) "Work and Money," covering living independently; and (11) "Community," discussing advocacy and activism, city youth programs, environmentalism, feminism, legal rights in regard to police, masculinism, religious programs, and volunteering. Includes an appendix of youth survey results and an index. (WJC)

ED 408 031 PS 025 394

Rothenberg, Dianne
El Apoyo a las Ninas en la Temprana Adolescencia (Supporting Girls in Early Adolescence). ERIC Digest.

SPONS. AGENCY- Action for Children Commission, St. Paul, MN.

PUB DATE- Nov 94

NOTE- 19p.; For a later report, see PS 025 448.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adolescents; Alcohol Abuse; Community Development; Crime; Decision Making; Delinquency Prevention; Disadvantaged Youth; Interpersonal Relationship; Peer Relationship; Pregnancy; Racial Discrimination; Resource Materials; Sexuality; *Social Problems; Substance Abuse; Violence; Well Being; *Youth Problems; Youth Programs

IDENTIFIERS- *Adolescent Attitudes; Minnesota; Sexually Transmitted Diseases; Youth Service

This report of the "Listen '94: Kids Can't Wait" conference presents the lives and concerns of Minnesota youth as described by the 150 youth who participated in it. The purpose of the conference was to collect ideas about concerns of youth and to seek solutions, encourage youth to take action on issues concerning them, give youth ideas and opportunities for becoming more involved in the political process, and inform officials and other adults that youth want to be a part of the decision-making process. The top concerns expressed by youth at the conference were, in order of priority: (1) alcohol and drugs; (2) violence and crime; (3) discrimination; (4) pregnancy and sexually transmitted diseases; (5) lack of funding for education; (6) poverty; (7) relationships with family, friends, and community members; (8) school problems ranging from bad teachers and racism to boredom and dropping out; (9) sexual harassment; and (10) lack of student involvement. Each of the top 10 issues identified is presented along with suggested solutions. Also summarized are discussions about what youth like about their communities and what policymakers should know about youth. (AA)

ED 408 049 PS 025 448

Webb, Marcus; Marsh, Dianne

Minnesota's Youth Speak Out: Report of the "Listen '95: Kids Can't Wait" Conference (St. Paul, Minnesota, March 27, 1995).

SPONS. AGENCY- Action for Children Commission, St. Paul, MN.

PUB DATE- Sep 95

NOTE- 13p.; For an earlier report, see PS 025 447.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adolescents; Alcohol Abuse; *Community Development; Crime; Delinquency Prevention; Disadvantaged Youth; *Educational Improvement; Peer Relationship; Resource Materials; Secondary Education; Sexuality; Social Problems; *Substance Abuse; *Violence; Well Being; *Youth Problems; Youth Programs

IDENTIFIERS- *Adolescent Attitudes; Minnesota; Youth Service

This report of the "Listen '95: Kids Can't Wait" conference presents the lives and concerns of Minnesota youth as described by the youth who participated in it. The issues of alcohol and drug abuse, violence, and education were the top concerns of the youth that participated in the first statewide conference in 1994. In focusing on these issues, participants at the 1995 conference were encouraged to seek solutions and ways they could take action. The solutions proposed included: (1) providing young people with more activities and places to go to help them stay away from using alcohol or drugs; (2) taking into account young people's suggestions on the issue of responses to two scales measuring maturity demands and parental control strategies. Authoritarian mothers were less likely to provide a home environment that nurtured creativity. (Contains 29 references.) (Author/EV)

ED 408 067 PS 025 469

Dempsey, Ian; Carruthers, Anne
How Family-Centered Are Early Intervention Services: Staff and Parent Perceptions?
PUB DATE- 97
NOTE- 11p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Intervention; Family Needs; Family Programs; Foreign Countries; *Parent Attitudes; Young Children
IDENTIFIERS- Australia (New South Wales); Family Support; *Staff Attitudes

The 1990s has seen a dramatic shift in the desired orientation of early intervention services, involving a movement away from child-centered approaches in assessment and intervention to a family-centered approach in service delivery. This study attempted to contribute to the little research available on the efficacy of the family-centered approach. Early intervention staff (187 respondents) and parents with a young child attending an early intervention program (273 respondents) in New South Wales were surveyed about their perceptions of the extent to which support, provided or received, was family-centered, and their perceptions of the way in which they would like support to be provided or received. Overall, results indicated that staff are more concerned about the practices generally believed to demonstrate a family-centered approach than are parents. Family-centered practices in early intervention services appeared to be widely implemented in the Australian state, and the vast majority of parents were satisfied with the level of support they receive from these services. Although there were significant differences between parent and staff ratings of the actual and desired level of implementation of family-centered practice, the differences were not large enough to constitute a gulf between families and intervention services. (Contains 17 references.) (EV)

ED 408 068 PS 025 470

Suthers, Louie; Larkin, Veronicah
An Examination of a Young Child's Responses to Performance: Implications for Arts Curricula.
PUB DATE- 97
NOTE- 9p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; Art Appreciation; Art Expression; Case Studies; *Childhood Attitudes; Childrens Art; Creative Development; Cultural Activities; Early Childhood Education; Enrichment Activities; Extracurricular Activities; Fine Arts; Foreign Countries; Opera; *Theater Arts; *Young Children
IDENTIFIERS- Australia; *Childrens Responses

Performance in drama, dance, music, puppetry, or combinations of these arts can be an exciting encounter for young children. This case study investigated one 4-year-old's responses to a

IDENTIFIERS- Scotland

The findings of a review of research into setting and streaming (ways of grouping pupils according to ability) in primary and secondary schools in Scotland are presented. The review was conducted according to the best evidence synthesis model, as set out by Slavin (1986). The review relied on findings of Slavin's meta-analyses, as well as adding studies which have been carried out since his reviews and studies that have incorporated qualitative findings. The review found that in primary schools, the strongest evidence for the effect of ability grouping was in mathematics. Pupils of all abilities gained from within-class ability grouping compared to whole-class mixed-ability teaching. In secondary school, where ability grouping is formed by setting (pupils are placed in ability classes for certain subjects only) or streaming (pupils remain in ability-based classes for all subjects), the social disadvantages of these forms of organization made ability grouping hard to defend. Yet mixed-ability grouping had its own drawbacks. Mixed-ability classes are hard to manage and teach. There was evidence that teachers aim lessons at the middle of the ability range, sometimes treating mixed-ability groups as though they were low-ability streams. Research showed that even teachers with substantial experience working with mixed-ability classes frequently use whole-class teaching methods which are inappropriate for mixed-ability groups. Overall, what goes on in classrooms seems likely to have more impact on achievement than how students are grouped. (Contains 133 references.) (WJC)

ED 408 086 PS 025 488

Hannikainen, Maritta; And Others
"Our Heads Are the Same Size!" A Study of Quality of the Child's Life in Nordic Day Care Centres. Educational Information and Debate No. 107.
PUB DATE- 97
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; *Child Behavior; Child Caregivers; Children; Day Care; *Day Care Centers; Early Childhood Education; Foreign Countries; Peer Relationship; Play; *Quality of Life
IDENTIFIERS- *Day Care Quality; Educare; *Nordic Countries

This study used a qualitative approach in investigating one Finnish day care center, four Danish day care centers, and two Swedish day care centers. The study examined the "Nordic model" for day care, which is unique in that it combines education and care for children while parents are working. The study investigated the quality of education and the quality of life in these day care centers. The method of study was to follow each child by open observation for 2 to 3 hours each day. The research group constructed its own model of analysis for the children. Along with the observations, the day care staff was interviewed. The first focus of research was the object of children's activity and the object of role play during games, gymnastics, and other activities. Relations between children was the second area of concentration, including examining solitary activity, shared activity among children, and unequal relations. The third focus was observed relations between children and adults, including subject-subject relations and subject-object relations. Data showed that the concrete manifestations of quality appear in certain circumstances that can be related to the child's way of participating--being a alternatives to retention include mixed-age classes, individualized instruction, tutoring, home assistance programs, smaller class size, alternative educational settings, guidance counseling, and delay of achievement testing. When parents are faced with retention as an option for their child, they can make an effort to understand why the teacher is suggesting retention; keep the teacher informed about the parents' knowledge of the child; be aware of the stresses that may be affecting the child and keep the teacher informed; ask the child about homework and give him or her a quiet place to study; be certain that the child eats nutritious meals, gets enough sleep, and stays healthy; and request assistance from other support staff in the school. Retention should be used rarely, and new approaches to curriculum development, school restructuring, and student instruction should become the focus of academic improvement. (LPP)

ED 408 103 PS 025 545

Steketee, Martha Wade; Bergsten, Martha C.
The State of the Child in Pennsylvania: A 1997 Guide to Child Well-Being in Pennsylvania Counties. State of the Child in Pennsylvania Fact Book Series.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Howard Heinz Endowment, Pittsburgh, PA.; William Penn Foundation, Philadelphia, PA.
PUB DATE- 97
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Welfare; *Children; Counties; Crime; Day Care; Delinquency; Demography; Dropout Rate; Early Childhood Education; Early Parenthood; Economically Disadvantaged; Infants; Mortality Rate; Municipalities; One Parent Family; Secondary Education; *Social Indicators; Socioeconomic Status; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Unemployment; *Well Being
IDENTIFIERS- Arrests; Child Mortality; *Indicators; Out of Home Care; *Pennsylvania

This Kids Count data book examines statewide trends in the statu of Pennsylvania's children. The statistical portrait is based on 18 indicators of child well-being: (1) low birth weight; (2) lack of early prenatal care; (3) births to single teens; (4) infant mortality; (5) child deaths; (6) child violent deaths; (7) substantiated child abuse; (8) child welfare placements; (9) juvenile court delinquency placement; (10) child day care capacity; (11) dropouts; (12) children receiving AFDC; (13) unemployment; (14) educational attainment; (15) municipality low birthweight; (16) municipality lack of early prenatal care; (17) municipality births to single teens; and (18) municipality infant mortality. Following the introductory section, the second section of the report profiles statewide and countywide trends, and includes Pennsylvania state profile, county profile, and state minority profile. The third section and bulk of the report provides a statistical portrait of the well-being of Pennsylvania's children and allows for comparison of counties and the largest municipalities with separate analyses for urban, rural, and mixed counties. The fourth section profiles all 67 counties and includes trend data for health, children's programs, and economic indicators. Minority trend special education tracking lists were selected to create a pool of 750 potential subjects. From this group, the 341 students that were assessed and referred for special education services for learning problems became the sample for the study. Results indicated that African Americans were overrepresented in programs for mild mentally retarded students, underrepresented in programs for specific learning disabled students, and overrepresented in the initial referral stage. The disproportionate representations of African Americans are findings consistent with results elsewhere in the literature, and indicate that variables such as attitude or expectations toward various races might be explored in future research. Strategies to determine the real causes of overrepresentation of minorities in special education are recommended for state, district, and higher education levels. Contains 16 references. (TD)

ED 408 120 RC 020 977

Megalos, Mark A.; And Others
School Yard Environmental Projects: A Planning Primer.
PUB DATE- Jul 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conservation Education; *Curriculum Development; Curriculum Guides; *Educational Resources; Elementary Secondary Education; *Environmental Education; Habitats; Information Sources; *Interdisciplinary Approach; *Outdoor Education; Partnerships In Education; Recycling; Student Projects; Trails; Wildlife
IDENTIFIERS- *Nature Study; North Carolina; *School Yards

This guide describes how to establish successful trails, outdoor classrooms, or other environmental education improvements on rural and urban school grounds. Teachers are encouraged to promote the environmental project as a solution to an existing problem and to include all parties and stakeholders that can benefit from a coordinated environmental education effort. Some of the 15 projects described are nature trails, composting demonstrations, wildlife feeders, timber measurement plots, wildlife plantings, outdoor classrooms or amphitheaters, and historical activities. The guide describes how to establish need, document purpose and intent, and organize interested parties. Successful projects depend on many partners. Resources include labor, material suppliers, and funding sources, and when the first two are lined up, the third is easier to get. Forest Service, Farm Service, and Extension personnel can help in determining where school boundaries are and which areas may lend themselves to environmental projects. Safety, liability, trespassing, and maintenance issues are discussed. The integration of outdoor projects across grade levels and curricula is stressed. Fourteen award-winning environmental education curricula for grades K-12 are presented that cover aquatic life, forest stewardship, wildlife, water resources, waste management, and outdoor leadership. Ordering information is provided. Also included are books of interest, North Carolina organizations that are potential resources, national organizations, and North Carolina educational state forests. (TD)

ED 408 137 RC 021 055

Comprehensive Federal Indian Education: Policy Statement. A Proposal from Indian Country to the White House.
PUB DATE- Mar 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Agency Cooperation; Alaska Natives; *American Indian Education; American Indians; Educational Cooperation; Educational Legislation; *Educational Policy; Educational Research; Elementary Secondary Education; Federal Indian Relationship; Government Role; Higher Education; Parent Participation; Position Papers; Public Agencies; Tribal Government; *Tribal Sovereignty; *Tribally Controlled Education; Trust Responsibility (Government)
IDENTIFIERS- *Federal Agencies

This policy statement proposes national guidelines that direct federal agency implementation of Indian education policies in a coordinated and comprehensive manner and provide direction for new Indian education initiatives from Congress and the Administration. The policy statement was written by tribal leaders and Indian educators and was based on extensive research and comments gathered in Indian country during the past 2 years. Specifically, the policy statement calls for federal agencies to recognize and support the inherent sovereignty of American Indian and Alaska Native tribes; encourage and assist tribes in assuming control of education programs and governance of Indian education; preserve, protect, and promote Native languages and cultures; improve the statutory and executive tribal consultation process; recognize and support tribal education laws; recognize the key roles of school boards, educators, and parents in schools and education programs; ensure educational opportunities to Indian students residing outside of Indian country; foster cooperative/reciprocal educational agreements between tribal governments and nontribal governments and entities; acknowledge Indian education standards; assist tribal governments in conducting research and establishing databases that describe Indian education; remove or waive procedural impediments for working directly and effectively with tribal governments on Indian education; directly involve tribal governments and Indian parent committees in planning, budgeting, and administration of Indian education programs; and regularly consult with and report to tribal governments and the Congress on each agency's annual activities in implementing federal Indian education policies. Includes a list of Indian tribes and organizations that have endorsed the policy statement. (LP)

ED 408 138 RC 021 057

Trennert, Robert A., Jr.
The Phoenix Indian School: Forced Assimilation in Arizona, 1891-1935.
PUB DATE- 88
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Education; American Indians; *Boarding Schools; Educational History; *Educational Policy; Federal Indian Relationship; High Schools; *School

the concept of superposition and the role it plays in ordering planetary events; (2) the connections between geography and mission planning; (3) the Mars canyon system; and (4) impact craters and what can be learned about Mars from studying these geographical features. (DDR)

ED 408 154   SE 060 094

Mathematics for a Successful Transition To College: The Content Foundations of the ACT Assessment.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Achievement Tests; *College Entrance Examinations; *Evaluation Criteria; High Schools; Mathematics Education; *Predictive Measurement; *Program Evaluation; Standardized Tests; Test Construction; Test Validity; Testing Programs
IDENTIFIERS- *American College Testing Program

The American College Testing Program (ACT) routinely evaluates the fit of its tests to the curriculum of high schools nationwide to ensure that what is being assessed reflects what is being taught as necessary for college success. This report describes the steps ACT has taken to ensure that the content foundations of the ACT Assessment Mathematics Test are solid. Evidence is provided from: (1) an account of how the content and skills measured by the ACT Assessment Mathematics Test are determined and how they are kept up to date; (2) survey results demonstrating that what the Mathematics Test measures is consistent with what is being taught in high schools that is necessary for college success; (3) reviews of state curriculum frameworks and national curriculum and performance standards supporting the validity of the test at the high school level; (4) a summary of ACT's review of current mathematics textbooks nationwide; (5) documentation of the role U.S. mathematics teachers play in developing the ACT mathematics test; (6) results of predictive validity and placement studies that show the mathematics test is effective in measuring the mathematical skills important for college success. (Author/PVD)

ED 408 155   SE 060 097

Introducing the National Science Education Standards.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Strategies; Elementary Secondary Education; Knowledge Base for Teaching; Professional Development; Science and Society; *Science Curriculum; Science Instruction; Science Programs; Science Teachers; *Scientific Literacy; *Standards; Student Evaluation
IDENTIFIERS- National Academy of Sciences; National Research Council; *National Science Education Standards

This summary outlines the National Science Education Standards, the guidelines which define the science content that all students should know and be able to do and which also provide guidelines for assessment of student understanding of the content. This document contains a definition of the National Science Education Standards, a rationale for the standards, background information on who developed the standards, the

Problem Solving; State Curriculum Guides; *State Standards; Teaching Methods

Missouri's Frameworks for Curriculum Development in Mathematics acknowledges that teachers will bring the vision, ideals, and principles of the Show-Me Standards into their classrooms in exciting and innovative ways. The role of the frameworks is to provide districts with a "frame" for building curricula using the standards as a foundation. The frameworks provide indicators of what students should know and be able to do by the end of grades 4, 8, and 12. The frameworks contain suggested resources, discussions of issues and current practices, and examples of quality student work. Many of the suggested activities encourage an integrated, interdisciplinary curriculum. The final section provides a discussion of how districts might begin to explore the advantages of curriculum integration. The strands include: (1) problem solving; (2) communication; (3) reasoning; (4) connections; (5) number sense; (6) geometric and spatial sense; (7) data analysis, probability, and statistics; (8) patterns and relationships; (9) mathematical systems and number theory; and (10) discrete mathematics. The section on suggested practices for teaching and learning mathematics contains topics such as basic knowledge, technology, connections and active learning, problem solving, varied instructional methods, communication and reasoning, classroom climate, and assessment. Contains 12 references. (JRH)

ED 408 176 SE 060 264

Missouri's Framework for Curriculum Development in Science K-12.
PUB DATE- 96
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biological Sciences; *Curriculum Development; Earth Science; Ecology; *Educational Resources; *Educational Strategies; Elementary Secondary Education; Inquiry; Integrated Curriculum; Physical Sciences; Relevance (Education); *Science Education; Scientific Concepts; Space Sciences
IDENTIFIERS- Missouri

Missouri's Framework for Curriculum Development in Science acknowledges that teachers will bring the vision, ideals, and principles of the Show-Me Standards of the state of Missouri into their classrooms in exciting and innovative ways. The role of the frameworks is to provide districts with a "frame" for building curricula using the standards as a foundation. The frameworks provide indicators of what students should know and be able to do in science by the end of grades 4, 8, and 12. They contain suggested resources, discussions on issues and current practices, and examples of quality student work. Many of the suggested activities encourage an integrated, interdisciplinary curriculum. The final section provides a discussion of how districts might begin to explore the advantages of curriculum integration. The major strands include: (1) Scientific Inquiry; (2) Scientific Relevance; (3) Matter and Energy; (4) Force, Motion, and Mechanical Energy; (5) Universe; (6) Earth systems; (7) Living Systems; and (8) Ecology. The section on suggested practices for teaching and learning science contains topics on assumptions, science teaching standards, and vignettes. The appendix includes the names of various committees and representatives. (JRH)

ED 408 199 SE 060 335

Zucker, Andrew A.; And Others
Evaluation of the American Association for the Advancement of Science's Project 2061. Volume I: Technical Report and Volume II.
SPONS. AGENCY- American Association for the Advancement of Science, Washington, D.C.
PUB DATE- Oct 96
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Resources; Elementary Secondary Education; Science Curriculum; *Science Education; Science Teachers; Teacher Educators; Teacher Workshops
IDENTIFIERS- *Project 2061 (AAAS); Reform Efforts

Since 1985 the American Association for the Advancement of Science (AAAS) has supported Project 2061, a long-term effort to improve education in science, mathematics, and technology. This document is the report of a year-long evaluation of Project 2061 conducted from fall 1995 to fall 1996. The evaluation focused on the impacts that two major documents produced by the Project--"Science for All Americans" and "Benchmarks for Science Literacy" have had on science education. In addition, the evaluation reports on the impacts of Project 2061-sponsored workshops targeting teachers, teacher leaders, and teacher educators. Chapter II focuses particularly on publications on people and practices at the national level. In Chapter III, the focus is on the impacts of Project 2061 in the states and includes impacts at the local level. Chapter IV focuses on the workshops that Project 2061 has conducted, particularly those workshops conducted for teachers, Project 2061's designated teacher leaders, and teacher educators. Chapter V synthesizes the information from the earlier chapters into a set of conclusions based on all the data collected and analyzed for the evaluation. In addition, a set of recommendations is provided to Project 2061 for future strategies that can extend and elaborate on its work to date. An attachment to volume I describes the methodology used for the evaluation. Appendices in volume II include: Case Study Findings for Colorado, Georgia, New Jersey, New York, South Carolina, and Wyoming; findings from an assessment of the quality of textbooks; a list of curriculum frameworks examined for the evaluation of Project 2061; and mail surveys for Project 2061 workshop participants. (JRH)

ED 408 200 SE 060 340

Schau, Candace; And Others
Use of Fill-in Concept Maps To Assess Middle School Students' Connected Understanding of Science.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Concept Mapping; Junior High

ED 408 223 SO 027 303

Kavasch, E. Barrie
A Student's Guide to Native American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian History; *American Indian Studies; *American Indians; Biographies; Elementary Secondary Education; Ethnic Groups; Ethnic Origins; *Family History; Family Life; Family (Sociological Unit); *Genealogy; Information Sources; Interviews; Kinship; Multicultural Education; *Oral History; Reference Materials; Social History; Social Studies
IDENTIFIERS- *Native Americans; North America

This book provides a step-by-step guide to genealogical research in North America for Native Americans. The book also contains information on the history of Native Americans and their relationships with the United States. Chapters include: (1) "Grandmother Spider's Tangled Web"; (2) "Why Trace Your Roots?"; (3) "Celebrating Heritage and Diversity"; (4) "A Deeper Sense of History"; (5) "Tracing Your Family Tree"; (6) "Genealogical Records and Research"; (7) "Native American Records and Documents"; and (8) "Preserving What Your Find." Contains a 31-term glossary and an index. (EH)

ED 408 224 SO 027 304

Burstein, Chaya M.
A Kid's Catalog of Israel.
PUB DATE- 88
NOTE- 284p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Childrens Literature; Elementary Secondary Education; Ethnic Groups; Foreign Countries; *Jews; *Judaism; Middle Eastern Studies; *Multicultural Education; Religious Cultural Groups; Social Studies
IDENTIFIERS- *Israel

This book examines the history, customs, language, crafts, recipes, geography, and music of Israel. Written in a format that appeals to juvenile readers, the book contains stories, facts, legends, photographs, maps, and illustrations to enhance the text. The 17 chapters include: (1) "All Around Israel"; (2) "A Mishmash of People": (3) "Kids in Israel"; (4) "The 2,000-year Round Trip"; (5) "Zionism's Construction Crew"; (6) "Soldiers and Agents"; (7) "Holidays Are the Same...But Different"; (8) "Crafts"; (9) "Milk and Honey and More"; (10) "Hit Songs of 100 Years"; (11) "Talking Israeli"; (12) "Digging into History"; (13) "Centuries of Stories"; (14) "Good Books about Israel"; (15) "A Kid's Tour of Israel"; (16) "Israel Is the Only Country That..."; and (17)"Mini-Encyclopedia." (EH)

ED 408 225 SO 027 316

Carlton, Elizabeth B.; Weikart, Phyllis S.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *National Surveys; *Preservice Teacher Education; Program Development; Program Implementation; *Teacher Education Programs
IDENTIFIERS- Australia; England; United States; Wales

This is an analysis of the findings from three comparable national studies of current change in the provision of initial teacher education. These three studies are: the Mode of Teacher Education (MOTE) survey, covering England and Wales; the Research about Teacher Education (RATE) Project, covering the United States; and the Study of Initial Teacher Education (SITE), covering Australia. Each of the studies examines comparable issues and identifies a range of common policy strategies being pursued by the respective governments. There appears to be a global move toward educational reform. Many countries are dismantling centralized educational structures and replacing them with systems having local institutional autonomy and control. These are often linked to an increased emphasis on parental choice and competition between institutions for students. These changes are leading to a market model of educational services. There is more encouragement of the growth of different types of schools, responsive to local needs and particular communities and interest groups. This trend is also linked to growing notions of cultural pluralism as schools shift from a modern to postmodern model. (Contains 39 references.) (JLS)

ED 408 244 SP 037 333

Buttery, Thomas J.; Anderson, Patricia J.
Community, School, and Parent Dynamics: A Synthesis of Literature and Activities.
PUB DATE- Feb 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Family Involvement; *Family School Relationship; Parent Participation; *Parent School Relationship; Partnerships in Education; *School Community Relationship

This synthesis of professional literature concerning community, parent, and school interaction suggests activities for teachers and schools to promote parent involvement. Decades of research have shown that parental involvement significantly contributes to a student's learning regardless of grade level, or of parents' economic status or education level. Obstacles to parent involvement include time, cultural barriers, uncertainty about what to do, and lack of a supportive environment. However, evidence indicates that current teacher education programs do not place appropriate emphasis on parent involvement. Teachers and schools can promote parent participation by projecting a positive welcoming attitude toward parents, establishing clear and effective communication, listening to parents express their concerns, promoting parent networks, and recognizing and appreciating different degrees of interests of students, teachers, or parents, while only 31 percent of the respondents claimed that these change had actually served these groups' interests. Teachers in the sample saw themselves in roughly equal proportions, playing supportive (29 percent), compliant (28 percent), and resistant (38 percent) roles in the processes involved with educational changes. Study findings suggested seven new realities for teachers at work: (1) significant expectations of change; (2) conflict between organizational and professional goals; (3) dissatisfaction with educational systems; (4) competition between two kinds of collaboration; (5) dissonance associated with a paradox of professional expertise and external control; (6) intensification; and (7) options for distance and immunity. The issue of how teachers will respond to the imperatives of the future is paramount among several implications of the study. (Contains 10 references.) (ND)

ED 408 263 SP 037 353

Ananda, Nandang; And Others
Positive Effects of Intersession Tutoring in a Year-Round School.
PUB DATE- Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Parent Attitudes; *Program Effectiveness; *School Schedules; Student Attitudes; Student Evaluation; Teacher Attitudes; *Tutorial Programs; *Tutoring; Vacation Programs; *Year Round Schools
IDENTIFIERS- Texas Assessment of Academic Skills

There is no lack of debate regarding year-round schooling. Emotions run high when school districts tamper with the "traditional" agrarian school calendar and adapt a year-round calendar. This study examines one program in a multi-track year-round elementary school, a tutoring program delivered during the students' intersession. Through interviews, surveys, analysis of grades recorded on report cards, and analysis of Texas Assessment of Academic Skills (TAAS--the state's criterion referenced testing program)u scores, the program is evaluated to determine whether goals for the program are being met. Survey data reveal that students, parents, and teachers all feel overwhelmingly that the program is effective at meeting stated program goals. Report card data do not show a statistically significant increase in grades after students attended the program, but there are many intervening variables for which there was no control. TAAS scores reveal that a significant number of students who participated in the program were able to master the test at their grade level. Additional convenience factors, such as transportation, cost, and timing, contribute to the program benefits. Appendices include: the 1996-97 district calendar; Intersession Tutoring Program Surveys, survey data, and samples of survey comments/suggestions; and report card data. (Author/ND)

ED 408 264 SP 037 354

Stern, Barbara Slater
Relations among College Supervisors, Cooperating Teachers, and Student Teachers in a Reflective Teacher Education Program.
PUB DATE- Mar 97

research projects; (2) Wisconsin's Educational Goals; (3) a list of resources for action research; and (4) a list of resources for connecting curriculum. Many chapters contains references. (ND)

ED 408 283 SP 037 383

Foster-Harrison, Elizabeth S.
Peer Tutoring for K-12 Success. Fastback 415.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cross Age Teaching; Elementary Secondary Education; *Peer Teaching; Program Development; Remedial Instruction; Teaching Methods; *Tutorial Programs; *Tutoring

This pamphlet describes the key elements necessary for a successful schoolwide or classroom-based tutoring program, explores the benefits for tutors and tutees, and explains the steps that are necessary for the effective training of tutors. The first section looks at peer and cross-age tutoring, including terms and definitions and the benefits of using students as tutors. The next section focuses on developing an effective tutoring program, including the keys to success, the 16 steps to getting started, and agendas for training tutors. The third section on frequently asked questions about tutoring covers location, classroom setup, length of sessions, tutor load, scheduling, transportation issues, materials, appropriateness of subjects, and credit for tutoring. (ND)

ED 408 284 SP 037 384

A Directory of Approved Programs in Colorado for the Preparation of Professional Educational Personnel.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; Elementary Secondary Education; Graduate Study; Higher Education; *Preservice Teacher Education; Program Content; *Teacher Education Programs; Undergraduate Study; *Validated Programs
IDENTIFIERS- *Colorado

This directory provides a listing of programs for the preparation of professional educational personnel currently approved by the Colorado State Board of Education. The publication is designed to be a source of information regarding available educator preparation programs in Colorado institutions of higher learning as well as an aid to communication, guidance, and educational development. Academic subject and grade level are provided for approved graduate and undergraduate programs at each institution. Sixteen institutions are included: (1) Adams State College; (2) Colorado Christian College; (3) Colorado College; (4) Colorado State University; (5) Fort Lewis College; (6) Mesa State College; (7) Metropolitan State College of Denver; (8) Regis University; (9) University of Colorado at Boulder; (10) University of Colorado at Colorado Springs; (11) University of Colorado at Denver; (12) University of Denver; (13) University of Northern Colorado; (14) University of

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Educational Research; *Effect Size; Evaluation Methods; Reliability; Research Methodology; *Research Reports; *Scholarly Journals; Scores; *Statistical Significance; *Test Use
IDENTIFIERS- *Journal of Counseling and Development; Research Replication

The mission of the "Journal of Counseling and Development" (JCD) includes the attempt to serve as a "scholarly record of the counseling profession" and as part of the "conscience of the profession." This responsibility requires the willingness to engage in self-study. This study investigated two aspects of research practice in 25 quantitative studies reported in 1996 JCD issues, the use and interpretation of statistical significance tests, and the meaning of and ways of evaluating the score reliabilities of measures used in substantive research inquiry. Too many researchers have persisted in equating result improbability with result value, and too many have persisted in believing that statistical significance evaluates result replicability. In addition, too many researchers have persisted in believing that result improbability equals the magnitude of study effects. Authors must consistently begin to report and interpret effect sizes to aid the interpretations they make and those made by their readers. With respect to score reliability evaluation, more authors need to recognize that reliability inures to specific sets of scores and not to the test itself. Thirteen of the JCD articles involved reports of score reliability in previous studies and eight reported reliability coefficients for both previous scores and those in hand. These findings suggest some potential for improved practice in the quantitative research reported in JCD and improved editorial policies to support these changes. (Contains 39 references.) (SLD)

ED 408 304 TM 026 506

Kim, Seock-Ho; Cohen, Allan S.
An Investigation of the Likelihood Ratio Test for Detection of Differential Item Functioning under the Graded Response Model.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Classification; Computer Simulation; Estimation (Mathematics); Identification; *Item Bias; *Maximum Likelihood Statistics; Monte Carlo Methods; Sample Size; *Test Items
IDENTIFIERS- *Graded Response Model; Item Bias Detection; *Likelihood Ratio Tests; MULTILOG Computer Program; Type I Errors

Type I error rates of the likelihood ratio test for the detectio of differential item functioning (DIF) were investigated using Monte Carlo simulations. The graded response model with five ordered categories was used to generate data sets of a 30-item test for samples of 300 and 1,000 simulated examinees. All DIF comparisons were simulated by randomly pairing two groups of examinees. Three different sample sizes of reference and focal groups comparisons were simulated under two different ability matching conditions. For each of the six combinations of sample sizes by ability matching conditions, 100 replications of DIF detection comparisons were simulated. Item parameter estimates

Measurement Techniques; *Rating Scales; Scaling; *Surveys; *Test Construction
IDENTIFIERS- BIGSTEPS Computer Program; Calibration; *Composite Scores; Monitoring; *Rasch Model

An alternative to the use of traditional composite scales in creating scales from survey items was developed, using feedback seeking as an example. It is proposed that much more information can be obtained through Rasch techniques about feedback-seeking behaviors related to teaching. Data are from the New Faculty Project involving tenure-track faculty hired in 1991 and 1992 at five institutions in a consortium. Responses from 165 faculty members indicated 9 activities through which faculty members sought feedback about job performance. Instead of creating composite scores in the traditional way, researchers Rasch-calibrated responses using the BIGSTEPS, version 2.65 program. Results show that new faculty members are more likely to monitor the behavior of others than to make inquiries about job performance. Faculty members could be distinguished by their feedback-seeking modes. More information on the relationship between monitoring and feedback and the frequency of feedback was obtained than could be obtained through the traditional use of composite scores. Composite scores made it possible to distinguish those who used a feedback-seeking modes more or less frequently, but not to investigate patterns of feedback seeking. (Contains two tables, four figures, and four references.) (SLD)

ED 408 323 TM 026 576

Cassady, Jerrell C.; And Others
The Accuracy and Multidimensionality of First and Second Grade Students' Academic Self-Concepts.
PUB DATE- 24 Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Academic Achievement; *Child Development; *Elementary School Students; Grade 1; Grade 2; Language Arts; Mathematics; Parent Attitudes; Primary Education; Reading; *Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- *Academic Self Concept; Accuracy

The multidimensional nature of self-concept was studied in early elementary school children. In addition, the accuracy of children's self-concept ratings was determined through comparisons with the following external measures of ability: (1) parent ratings; (2) teacher ratings; and (3) academic achievement. Participants in this study were 100 first- and second-grade children and their families and teachers. The children were individually assessed with self-concept and achievement measures. Parents and teachers rated the children's ability in reading and mathematics. Factor analysis suggested that the children's academic self-concepts were differentiated into two factors: mathematics and language arts. The three external measures of ability were significantly intercorrelated. However, there was poor agreement between the child's self-concept and external measures of ability. Only two variables, reading achievement and the family's rating of mathematics achievement were related to children's language arts and math self-concepts respectively. Analyses comparing the ability judgments of high and low achievers suggested that semester) and some problems with the ITDCT system. Although there were significant differences between the two survey types, when the data were inspected by plotting the means and standard deviation, one could see the statistical differences as a result of the large sample size and the power of the tests--small degrees of freedom in the numerator with large degrees of freedom in the denominator. No patterns suggested that social context effects played a role in item responses by survey type. Findings were not sufficient to demonstrate whether ITDCT is really a good substitute for a paper-and-pencil questionnaire, but they do suggest the usefulness of the technique for a short questionnaire. (Contains 2 tables, 11 figures, and 12 references.) (SLD)

ED 408 342 TM 026 621

Cizek, Gregory J.; Husband, Timothy H.
A Monte Carlo Investigation of the Contrasting Groups Standard Setting Method.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; Educational Research; Educational Testing; Judges; *Monte Carlo Methods; *Pass Fail Grading; Sample Size; *Sampling; Simulation; Standards; *True Scores
IDENTIFIERS- Angoff Methods; *Contrasting Groups Method; Experts; *Standard Setting

The contrasting groups method is one of many possible methods for setting passing scores. The most commonly used method is probably that developed by W. H. Angoff (1971), but it has been suggested that the Angoff method may not be appropriate for many standard setting applications in education. The contrasting groups method is explored as an alternative for educational research. To implement the contrasting groups method, experts are asked to make a dichotomous judgment about examinees, usually in the form of master/nonmaster, competent/not competent, certify/deny, and so on. All judged examines then take a test covering the content area of the domain of interest. This process results in two distributions of test scores, one for the group judged masters and one for the group judged nonmasters. These two distributions can be examined and used to derive a cutting score for the examination which is then applied to examinees who take the test for whom expert judgments of mastery are not available. In this study the contrasting groups graphing procedure was used in conjunction with various combinations of population and standard setting characteristics to examine the conditions under which it most reliably captures a known standard. A Monte Carlo approach was used to simulate and analyze populations with differing distributional forms, different percentages of master and nonmasters, various sample sizes, differing sampling strategies, and varying judge error rates. Overall, findings produced suggestions that the contrasting groups graphing procedure can be applied confidently to estimate a "true" cutting score in a variety of applications. Best sampling practices are discussed, and limitations of the expert criterion judgments are reviewed. (Contains 1 table, 8 figures, and 23 references.) (SLD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Educational Assessment; Foreign Countries; Formative Evaluation; *Mathematical Concepts; Mathematics Tests; Pilot Projects; *Preschool Children; Preschool Education; School Readiness; *Standardized Tests; Surveys; *Test Construction
IDENTIFIERS- *England; *Wales

The requirement that schools in England and Wales assess their students, at age seven, in English and mathematics has created a demand for an assessment of students at their entry to statutory schooling. This paper reports on the development and standardization of a test of mathematical concepts for students aged four and over (four plus) as they enter school. The test would give baseline information about the students and would help in formative judgments about teaching. Because students at this age have very limited reading and fine motor skills, it was necessary to develop a test in which all items are spoken by the teacher and anything the student records is within their capabilities. A national mail survey of 122 local education authorities and a telephone survey of 20 schools resulted in a domain range for the first version of the assessment. Trials of 2 versions of the test with a total of 483 children resulted in a version that was tested with a standardization sample of 279 schools in England and Wales in 1994. Results from 1,749 students and the opinions of 72 teachers supported the usefulness of the test, and provides numerical outcomes that can be used for value-added analysis. (Contains 2 figures and 16 references.) (SLD)

ED 408 362 TM 026 762

Jones, Barbara M.
Study Groups: Collaboration and Conflagration.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; Cooperating Teachers; Elementary Education; *Elementary School Teachers; *Group Dynamics; Information Dissemination; Knowledge Level; Power Structure; Professional Autonomy; *Professional Development; *Teacher Attitudes; Teacher Role
IDENTIFIERS- *Houston Independent School District TX; Multiple Intelligences; *Study Groups

In August 1995, the teachers at an elementary school in Houston (Texas) voted to adopt teacher-led study groups as their form of staff development for the 1995-96 school year. This study documents the progress of one of these groups, the Multiple Intelligences group, and examines the changes that occurred in roles and relationships as the teachers took charge of their own learning. Data collected through observations of study group and other staff development sessions were analyzed through a reconstructive analysis to show roles and power relations. The Multiple Intelligences study group had 15 participants (not counting the principal, who attended only one

IDENTIFIERS- African Americans; *Kentucky; *Morbidity

An increasing number of young black males are over-represented among youth who are involved in homicides, accidents, and suicides. This is being called the "new morbidity," a term coined to describe the interrelationship of self-destructive and life-threatening behaviors particularly applicable to African American males. The new morbidity refers to conditions evolving from economic, cultural, and social forces. This report describes the results of a study that uses a "public health model" to examine a set of risk factors associated with an integrated approach to the study of violence. A proposal is offered for addressing the situation from a public health perspective. The study was designed to provide a more comprehensive understanding of assault victims' risk exposure and the resources directed at those risks by using the University of Kentucky trauma program database for July 1990 through September 1996. There were 1,410 records available. The majority of victims of violence (75.8%) were male, and young people were victimized most often. Of these cases, 135 black males and 188 white males were victims. Gunshot wounds and stabbings were the most common forms of violence recorded. Data support the belief that people in central cities have higher victimization rates and more severe injuries. Many surviving victims had extremely serious injuries, a finding that suggests the importance of further research into the costs and lost quality of life due to crime victimization. Victim outcomes might be enhanced by effectively linking public health data with police crime reports. (Contains 17 references.) (SLD)

ED 408 380 UD 031 733

Kermani, Hengameh; Janes, Helena A.

Problematizing Family Literacy: Lessons Learned from a Community-Based Tutorial Program for Low-Income Latino Families.

PUB DATE- Mar 97

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Programs; *Family English Literacy; Higher Education; *Hispanic Americans; *Literacy Education; Low Income Groups; Parent Participation; Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; *Tutorial Programs; Tutors; *Undergraduate Students

IDENTIFIERS- Latinos; Scaffolding

The research project described in this paper represents an effort to consider family literacy as an evolving and problematic issue and to study participants' resistance to or misunderstanding of program goals. The project began as an intervention designed to address the increasing number of low-income children entering school without fundamental preliteracy skills. The main objectives initially were to train undergraduate students through an early literacy/biliteracy instruction course to tutor low-income parents in storybook reading strategies with their children and to teach parents from publicly funded preschools to interact with their children to enhance language development and prereading abilities. Fifty undergraduates participated as tutors, and over 180 Latino families with preschool children participated over 3 years. Tutors gave families instruction in scaffolded questioning was examined in a family and neighborhood context. Neither study has been completed, but their methodology is described to provide examples of culturally sensitive research. The adolescent study will follow 150 Puerto Rican boys and 150 Puerto Rican girls and their primary caretakers for 3 years, focusing on 100 children from welfare recipient families, 100 from working class families, and 100 from middle class families. The study will center on self-identity formation and the transformation of parental ties. Interviews with subjects and their families and ethnographic study of the school and community will provide study data. The study of school aged children will be a 5-year project focusing on 150 boys and 150 girls of Puerto Rican origin in grades 1,2, and 3 from 3 social classes. Both studies will be conducted by multidisciplinary teams composed primarily of Hispanics. Both will focus on positive and negative coping skills, and both will explore issues pertinent to minorities, such as acculturation, color, and effects of migration. (Contains 25 references.) (SLD)

ED 408 399 UD 031 752

Brissett-Chapman, Sheryl, Comp.; Issacs-Shockley, Mareasa, Comp.
Children in Social Peril: A Community Vision for Preserving Family Care of African American Children and Youths. Report of the First African American Child Welfare Summit Convened by Black Administrators in Child Welfare, Inc. (St. Louis, Missouri, June 2-4, 1995).
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; *Child Welfare; Elementary Secondary Education; *Family Environment; *Foster Care; *Residential Care; *Student Placement
IDENTIFIERS- African Americans; Afrocentrism; Reform Efforts; Risk Assessment

The first African American Child Welfare Summit convened to discuss the phenomenon of the disproportionate rate of out-of-home placement of African American children and the implications for African American families and communities. Summit participants set several goals for themselves, including the development of a vision for reducing out-of-home placements and obtaining consensus on strategies tailored toward building and strengthening diverse alliances and coalitions to address the problem of placement. To guide the process, papers were commissioned on: (1) child protection risk assessment; (2) the relationship between education and the child welfare system; (3) an Afrocentric approach to child welfare; and (4) current system reform agendas. After hearing the commissioned papers, participants reached a consensus on the elements of the vision of the future African American community as a group of people with a shared vision and heritage. They then turned their attention to child welfare system issues and a new perspective on out-of-home placement. The group agreed that risk assessment plays a significant role in the increasing number of African American children in out-of-home care. The summit served as a catalyst and initiator of a self-reflective and self-development process for African American professionals seeking to decrease the rate of out-of-home placement of African American children and youths. Two appendixes list participants and trace the history of Black Administrators in Child Welfare,

*Financial Exigency; *Governance; Governing Boards;
*Institutional Mission; Multicampus Districts; *State Aid;
State School District Relationship; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report describes a financial and governance crisis that occurred in the California Community Colleges between 1981 and 1987. Following prefatory materials, chapter 1 provides an overview of the system, describing growth between 1950 and 1980, funding, governance, and the colleges' mission. Chapter 2 presents background to the crisis up to 1981, highlighting the beginnings of the system from 1907 to 1945; its separation from public schools in 1969; and the effects of 1978's Proposition 13, which reduced property taxes and thus college revenues. Chapter 3 discusses the onset of the crisis from 1981 to 1983, including controversy over the colleges' mission, cuts in state aid, and plans to implement student fees for the first time, while chapter 4 reviews the continuation of the crisis from 1983 to 1985, including a standoff between the colleges and the state's Governor over funding and the fee controversy, as well as state legislation and other efforts to reform college mission and governance. Chapter 5 discusses the climax of the crisis in 1985-86, highlighting reform efforts made by a new system chancellor, efforts to review the colleges' funding mechanism, and recommendations to revise the state's Master Plan and address problems of governance and access. The final chapters review the end of the crisis in 1986-87 with a new budget and summarize issues related to mission, governance, and funding. Contains 148 references. (HAA)

ED 407 957 JC 970 284

Georgakakos, John H.
Using the California Chemistry Diagnostic Test and Other Student Background Factors To Predict Grades and Success in General Chemistry I.
PUB DATE- May 97
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; Community Colleges; Diagnostic Tests;
*Grades (Scholastic); Predictive Validity; *Predictor
Variables; Regression (Statistics); Science Instruction;
*Student Characteristics; Success; Two Year College Students;
Two Year Colleges

A study was undertaken at California's Riverside Community College District to determine predictors of grades and success rates in a first-semester general chemistry course. Fall 1996 course outcomes were analyzed for two groups of students: 137 who had completed the course, successfully or not, and 178 who had dropped it. Data were also collected for the sample from results of the California Chemistry Diagnostic Test (CCDT) and a pretest survey, both administered on the second day of the semester, and District records of students' grades and characteristics. From these data, 19 independent variables were identified and a regression analysis was run to determine which factors were associated with student success. The analysis indicated that grades were predicted by a 4-variable model including students' cumulative college grade point average (GPA), CCDT score, "B" or better grades received in advanced science and mathematics courses at high school, and Asian ethnicity. Course success was found to be related to college GPA; CCDT score; receiving a "B" or better in preparatory chemistry; and "B" or better grades in high school algebra,

(055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Guides; Administrator Responsibility; *Administrator Role; *College Governing Councils; Community Colleges; *Consultation Programs; *Cooperative Planning; *Governance; Meetings; State Programs; Two Year Colleges
IDENTIFIERS- California Community Colleges

Describing procedures and policies related to the consultation process established by the Board of Governors of the California Community Colleges, this handbook is designed as a reference for participants on the state's Consultation Council, composed of the system Chancellor, representatives from college-based organizations, and representatives from state associations. The first sections set forth the Board of Governor's policy on consultation and its official Standing Orders on Consultation, describing the roles of district boards of trustees and chief executive officers, academic and student senates, the Consultation Council, special committees, and the Board. The next section contains the Executive Orders on Consultation for the Chancellor's Office, detailing the composition of the Council; instructions for introducing items into consultation; the responsibilities of organizations represented on the Council; the roles of parties not represented on the Council, the Chancellor, and the Chancellor's staff; and procedures related to Council meetings, training participants, and distributing consultation materials. The next sections present sample formats for entering issues into consultation, including a digest, information paper, and concept paper; a list of 1996-97 Council representatives; and a list of Chancellor's Office staff closely involved in consultation. The final sections list Council meeting dates from September 1996 to November 1997 and provide charts of the status of items in consultation and related task groups. (HAA)

ED 407 976 JC 970 316

Fiscal Data Abstract, 1995-96.
PUB DATE- Feb 97
NOTE- 67p.; Prepared by the Fiscal and Business Services Unit; for the 1992-93 Data Abstract, see ED 366 404.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Community Colleges; Educational Equity (Finance); *Educational Finance; *Enrollment; *Expenditures; Financial Needs; Financial Support; Fiscal Capacity; *Full Time Equivalency; *Operating Expenses; Resource Allocation; *School District Spending; State Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- California Community Colleges

Using data received from California's 71 community college districts, this report provides fiscal information and attendance records by district for fiscal year (FY) 1995-96. Introductory comments indicate that there were 898,399 full-time equivalent students (FTES) in the colleges during 1995-96, compared to 882,575 the previous year, and that expenditures per FTES totaled $3,520, not including capital outlay expenditures. The first part then presents data on FTES by district for credit, noncredit, and apprenticeship programs, while the second offers summaries of recalculation and second principal apportionment FTES by district. Summaries of general fund transactions are then reported in the part III, while part IV provides summaries of general fund revenues and general fund revenues by source. The next two parts present data on total

Findlen, George L.
Documenting Faculty Credentials in Technical Colleges for Accreditation.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Credentials; *Database Design; Databases; Educational Quality; Faculty; *Institutional Evaluation; *Technical Institutes; Two Year Colleges
IDENTIFIERS- Wisconsin

This document contains a set of materials to help technical colleges preparing for an accreditation visit. Although the details come from the Wisconsin Technical College System and pertain to the North Central Association (NCA), they can be modified to fit the circumstances of technical colleges in other states and in other regional accrediting associations. To prepare for an accreditation visit, therefore, the college needs to look anew at their faculty's credentials to determine if they meet the accrediting association's standard. The materials include the following: (1) a cover letter, highlighting the upcoming NCA accreditation visit, asking faculty for details about their credentials; (2) a survey form which accompanied the cover letter for faculty to record their credential information, so as to allow the college to determine which faculty members fulfill the agency's requirements; (3) the structure of a Microsoft Access database into which survey data was entered, which is supplied in order to permit readers of this document to replicate it; (4) a sheet which describes the fields used in the database; and (5) sample data from four fictitious faculty. (HAA)

ED 407 995 JC 970 337

Axelson, Rick D.; And Others
Retention Awards: Are They an Effective Means of Retaining Students?
PUB DATE- 18 Apr 97
NOTE- 10p.; Paper presented at the Annual Conference of Research and Planning Group for California Community Colleges (35th, Long Beach, CA, April 18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Age Differences; Awards; Community Colleges; Ethnicity; Grade Point Average; Interaction; *Outreach Programs; *School Holding Power; Sex Differences; *Student Attrition; *Two Year College Students; Two Year Colleges

In spring 1997, a study was conducted to examine whether institutional contact with the student (in the form of a retention award) has a positive effect on student persistence. An experimental design was used to conduct the study. A sample of students was drawn based on their academic performance in Spring 1996. First-time students with long-term educational goals who completed three or more units with a Grade Point Average (GPA) of 2.0 or higher and received no "Withdrawal" grades were considered eligible for the retention award. A work completion, goal-setting strategies, and student-selected portfolio materials; and the teaching and practice of conflict resolution strategies, data indicated an increase in academic work output, a decrease in inappropriate behavior, and an increase in a sense of student efficacy and responsibility. (Appendices present data collection instruments and sample lessons. Contains 47 references.) (Author/EV)

ED 408 013 PS 024 591

Bridges, Marline
Improving Students' Readiness To Learn.
PUB DATE- May 96
NOTE- 51p.; Master's Research Paper, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Language Proficiency; *Learning Readiness; *Parent Participation; *Preschool Children; Preschool Education; Problem Solving; Reading Aloud to Others; *Reading Habits; *Reading Materials; *Reading Motivation; Socioeconomic Status
IDENTIFIERS- Print Awareness

This Master's research project involved implementation of a program to increase learning readiness skills of children entering kindergarten. The target population was pre-kindergarten students in a changing urban community in northern Illinois. The problem of lack of readiness skills for learning was documented through teacher tests and observations of student behavior. Analysis of site-based probable cause data revealed that student skill deficits may be related to socioeconomic status, language deficits, and limited problem-solving strategies. Additional analysis of professional literature revealed that lack of parental involvement in the child's education may contribute to the problem. A review of solution strategies suggested by researchers, combined with analysis of site-based problems, resulted in the choice of interventions in the form of a parent involvement program and the establishment of a print-rich environment. Post-intervention data indicated an increase in parent in-school attendance, an increase in the number of books parents provided, and an increase in the amount of quiet time parents spent reading or working with their child. (Appendices present data collection instruments and samples of program materials. Contains 21 references.) (Author/EV)

ED 408 014 PS 024 764

Young, Carol A.; And Others
Chilliwack Community Services Strategic Initiatives Registration Project: Start Up Phase-Summary Report.
PUB DATE- Jul 96
NOTE- 46p.; Jointly funded through the Canada/British Columbia Strategic Initiative Program by Human Resources Development Canada and the Ministry of Women's Equality.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Programs; *Day Care Centers; Early Childhood Education; *Family Day Care; Foreign Countries; Pilot Projects; Program Descriptions; *Program Improvement
IDENTIFIERS- British Columbia; Day Care Licensing; Day Care Quality; Day Care Registration; Day Care Regulations; Key

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 3p.; For English version, see ED 386 331.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Cultural Differences; Developmental Stages; *Early Adolescents; *Females; Intermediate Grades; Junior High Schools; Middle Schools; Parent Child Relationship; Physical Development; Self Concept; *Self Esteem; *Sex Differences; Sex Stereotypes; Teacher Student Relationship
IDENTIFIERS- Adolescent Attitudes; ERIC Digests

Results of national studies suggest that for girls, the middle grades can be a time of significant decline in self-esteem and academic achievement. Reasons for this decline are not clearly indicated by research, but it is likely that multiple factors are involved. One factor is the preferential treatment boys receive in the classroom. Out-of-school factors include girls' observations about the different status of men and women in society. A third factor relates to cultural differences in sex role socialization. Researchers have observed other consequences associated with a general loss of self-esteem in preadolescent girls. For example, compared to boys, adolescent girls experience greater stress, are twice as likely to be depressed, and are four times as likely to attempt suicide. Girls' depression has been found to be linked to negative feelings about their bodies and appearance. In order to support and encourage preadolescent girls, parents can: (1) begin early to nurture freedom from stereotyped expectations; (2) inquire regularly about their daughters' participation in school; (3) listen to their daughters' questions and complaints about peers, siblings, and adults; and (4) be aware that girls receive conflicting messages about their worth and place in U.S. culture. Likewise, teachers can find ways to develop gender-fair curricula; encourage girls to enroll and participate in all academic courses; and deal directly with issues of gender. School administrators can develop and enforce policies against gender-related harassment and can ensure that school programs offer equal opportunities to boys and girls. (EAJ)

ED 408 032 PS 025 395

Swick, Kevin J.
Los Pactos entre Padres y Maestros (Teacher-Parent Partnerships). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 3p.; For English version, see ED 351 149.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Early Childhood Education; *Family School Relationship; *Parent Participation; Parent Role; *Parent Teacher Cooperation; School Community Relationship; Teacher Characteristics; *Teacher Role
IDENTIFIERS- ERIC Digests; Parent Characteristics

Research provides insight into parent attributes that support partnerships with teachers. These attributes include warmth, violence; and (3) promoting the participation of youth on school boards to make sure young people's voices are being heard. From the concerns and ideas articulated by conference participants, the Action for Children Youth Advisory Council developed a series of recommendations for dealing with drug and alcohol abuse, violence, and problems in education. These recommendations range from keeping community centers, arcades, and movie theaters open later to give bored youth an alternative to alcohol and drug use, to pressuring the media to stop promoting violence and establishing a school voucher system. (AA)

ED 408 050 PS 025 449

Rosenthal, Marilynn, Ed.; And Others
Offspring, 1996.
PUB DATE- 96
NOTE- 64p.; For 1995 issues, see ED 390 559. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Art; Art Appreciation; Child Health; *Child Rearing; *Classroom Techniques; Day Care; *Day Care Centers; Fear; Interpersonal Communication; Love; *Nursery Schools; Parent Child Relationship; Play; *Preschool Children; *Preschool Education; Reading; Test Reliability
IDENTIFIERS- Laughter

These two 1996 issues of the journal "Offspring," a publication of the Michigan Council of Cooperative Nursery Schools, cover a variety of topics familiar to nursery school and day care providers and pertinent to the mission of the publication. Articles are short pieces useful to parents, teachers, and others and aim to provide a forum for views on dealing with young children, express a variety of ideas, promote the co-op philosophy, and to enhance relationships with children and each other. The articles are frequently accompanied by classroom activities and activity pages. Articles in these two issues include: (1) "Lighten Up; Love Yourself; Laugh A Lot" (interview with John Bernardo); (2) "Does the Test Pass the Test" (Marianne Russel Kugler); (3) "Learning to Read with Style" (Mary V. Renner); (4) "Artfully Yours" (Jessie Halladay); (5) "Talking about Sex, Babies, and AIDS with Preschoolers" (Mary W. Paonessa); (6) "Sense and Nonsense about Preschool" (David Elkind); (7) "Mental, Emotional, and Physical Effects of Laughter" (Kaye Olson); (8) "Lions, Tigers, and Bears, Oh My!" (Lynn Simons); (9) "Saying 'I Love You'" (Jane Bluestein); and (10) "Surviving the Cold Season" (Susan F. Engert). (SD)

ED 408 051 PS 025 450

KIDS COUNT in Missouri 1994 Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Dec 94
NOTE- 319p.; For 1995 Report, see PS 025 451.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Foster

children's opera. Her responses before, during, and after the performance were systematically observed and analyzed. Data showed that the child had some knowledge of the conventions of opera and performance before the show. Overall, she was attentive to the performance, with periodic mental diversions not appearing to affect her understanding of the show's narrative. Some aspects of the performance seemed to evoke particularly animated responses, such as puppets and dancing. The child appeared to identify strongly with the central character, a little girl, and during the performance, she also engaged in spontaneous drawing of what she observed on stage. A post-performance opportunity to explore the stage and props and to talk to performers indicated that the experience had been a positive one for the child; she interacted with many new people and did not want to leave. Several weeks after the performance, her play-acting revealed an influence of the opera, and she composed a song dealing with the opera's narrative. These observations suggested that quality performance experiences may have the potential to stimulate children to generate their own original, artistic responses. (Suggestions for appropriate inclusion of performances in early childhood education are provided. Contains 21 references.) (EV)

ED 408 069 PS 025 471

Burton, Judith
Teaching Dilemmas and Employment Relations in Child Care Centres.
PUB DATE- 97
NOTE- 10p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Context Effect; *Curriculum Development; Early Childhood Education; *Employer Employee Relationship; Foreign Countries; Knowledge Base for Teaching; Teacher Attitudes; *Teaching Conditions; Teaching (Occupation)
IDENTIFIERS- Australia; Teacher Knowledge

Recent studies of teachers and teaching pay greater attention to relationships among teaching contexts, teachers' practical knowledge, and enacted curricula. As a contribution to this body of work, this study grappled with the problem of understanding the knowledge teachers use to create curricula within workplace demands. Survey, participant observation, and case study methods were used over a 3-year period to investigate teachers' practical knowledge about connections between their efforts to create curricula and the employment relations at their workplace. Data from two case studies showed that employment relations were both a source of dilemmas and a resource for dilemma management. Competing educational and work imperatives became entangled and engendered teaching dilemmas. The teachers' differing educational considerations and dilemma management strategies reflected the different positions they occupied. In managing the dilemmas, the teachers considered a range of options and sought to utilize whatever resources they had, including the resources available to them due to their position as employees. Their use of positional power was not always conscious, as the central focus for reflecting on their dilemmas was their educational beliefs. It was predominantly against educational criteria that they judged the utility of strategies they used to manage their dilemmas. The strategies teachers devised to manage their dilemmas often led to new practices, at times upsetting the ways of being and behaving that had been established at the workplace and therefore source of the activity, a creative or a compliant participant--and to the type of relationship between the participants. The type of activity seems to be of minor importance since children find and create their own meaning in the activities, with the possibility of doing so being an important aspect of quality. (Contains 34 references.) (DCP)

ED 408 087 PS 025 489

LeShan, Eda
Grandparenting in a Changing World.
PUB DATE- 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Age Differences; Child Rearing; Children; Family Environment; *Family Life; Family (Sociological Unit); *Grandchildren; *Grandparents; Older Adults; Parent Child Relationship; Parent Role; *Parents
IDENTIFIERS- Generation Effect; *Grandparent Grandchild Relationship; *Grandparent Responsibility; Grandparents as Parents; Intergenerational Relationship

This book explores grandparenting at a time when roles and challenges facing grandparents are changing. Chapter one addresses "Grandparents in a Changing World" and describes grandparenting styles. Chapter two focuses on the "Unfinished Business between Adult Children and their Parents" and how a grandchild complicates this relationship. Chapter three addresses the raising of children and what role grandparents have in the process. Chapter four provides a primer on the "Ages and Stages of Child Development." Chapter five addresses issues relating to teenage grandchildren. Chapter six focuses on grandparents confronted with unsettling situations involving their grandchildren. Chapter seven addresses grandparent rights and problems that can interfere with their relationship with their children and grandchildren. Chapter eight addresses divorce and grandparent rights. Chapter nine discusses tragedies involving grandchildren and how to respond. Chapter 10 focuses on visits from grandchildren. Chapter 11 addresses grandparents who are raising their grandchildren. Chapter 12 addresses "Three Generations Living Together." Chapter 13 focuses on changes in grandparents' marital status and how to explain these changes. Chapter 14 addresses the issue of aging and its impact on the grandparent and grandchild relationship. Chapter 15 comments on the role of therapy in today's society. Chapter 16 describes the grandparent's role in providing unconditional love to the grandchild. Final sections list grandparenting resources (support groups, publications, a videotape and newsletter), and four children's books that grandparents may want to buy for their grandchildren. (Contains 22 references.) (SD)

ED 408 088 PS 025 493

Kutner, Lawrence
Your School-Age Child: From Kindergarten through Sixth Grade. A Practical Guide to Understanding and Caring for Your Child during a Very Special Stage of Social and Physical Development. The Parent and Child Series.
PUB DATE- 96

data are provided for the 14 counties with the highest minority populations. An appendix provides definitions, sources, analysis, and mission statements. (SD)

ED 408 104 PS 025 548

Garland, Jane
Kids Count New Jersey 1994: State and County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 75p.; For 1995 edition, see PS 025 549.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Counties; Crime; Delinquency; Demography; Early Parenthood; Economically Disadvantaged; Infants; Mortality Rate; Municipalities; One Parent Family; Prenatal Care; *Social Indicators; Socioeconomic Status; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Welfare Recipients; *Well Being
IDENTIFIERS- Aid to Families with Dependent Children; Arrests; Food Stamp Program; *Indicators; *New Jersey; Out of Home Care

This KIDS COUNT data book examines statewide trends in the well-being of New Jersey's children. The report begins with general state facts and trends in child well-being, county composite and quartile rankings for 1994, state composite rankings for the years 1991 through 1994, and state quartile rankings by county for the years 1993 and 1994. The bulk of the report provides data in two forms on a county-by-county basis, including a composite ranking table and a table of trends which compares Kids Count data from 1991 through 1994. Twelve indicators of child well-being include: (1) low birthweight; (2) no prenatal care; (3) infant mortality; (4) AFDC benefits; (5) food stamp benefits; (6) births to teens; (7) child abuse and neglect; (8) child deaths; (9) teen deaths; (10) juvenile arrests; (11) juvenile commitments; and (12) out-of-home placements. The third section of the report provides data on 21 of New Jersey's major cities and their ranking in relation to the state averages in the indicator areas of: (1) low birth weight; (2) no prenatal care; (3) infant mortality; (4) AFDC benefits; (5) food stamp benefits; (6) births to teens; (7) child deaths; and (8) teen death. The report ends with a glossary of terms and definitions. (SD)

ED 408 105 PS 025 549

Hernandez, Eloisa; Garland, Jane
Kids Count New Jersey 1995: State and County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 75p.; For 1994 edition, see PS 025 548.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Counties; Crime; Delinquency; Demography; Early Parenthood; Economically Disadvantaged; Family Problems;

ED 408 121 RC 020 978

Porter, Maureen K.
Moving Mountains: Reform, Resistance, and Resiliency in an Appalachian Kentucky High School.
PUB DATE- Nov 96
NOTE- 476p.; Ph.D. Dissertation, Stanford University; for dissertation summary, see ED 402 124. 1996 Dissertation of the Year Award, National Rural Education Association.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Community Attitudes; *Community Control; Community Relations; *Educational Change; Ethnography; High Schools; *Participative Decision Making; *Resistance to Change; *Rural Schools; *School Community Relationship; School District Autonomy; State School District Relationship
IDENTIFIERS- Appalachia; *Kentucky Education Reform Act 1990; Kentucky (Southeast); Sense of Place

This dissertation examines how stakeholders in an Appalachian Kentucky high school addressed educational problems that they targeted for reform. Set against the backdrop of the Kentucky Education Reform Act (KERA), this ethnographic study describes the challenges of effectively coupling top-down state mandates with bottom-up advocacy and engagement, and the multiple and often conflicting ways in which reform became real in one community's life. Prominent in the local response to KERA was resistance to state-mandated policies. Resistance fueled state threats of punitive action to encourage compliance, but paradoxically, these threats engendered greater resiliency among stakeholders to make the high school reflect local priorities and ways of working together. Drawing on over a year of participant observation at "Central High School" and extensive interviews in school and community, the research examines six interwoven themes critical for understanding local paradigms and paradoxes: (1) desire for local control and "taking care of our own," but also ways in which local vested interests undermined more equitable means of taking care of all students; (2) ideal of "solving things face to face," contrasted with power differentials based on family name, wealth, race, and gender; (3) respect for the contributions and opinions of less educated stakeholders; (4) use of statistics to legitimize stakeholder interests and authority; (5) sharing or withholding information and effects on the change process; and (6) metaphors of the mountains reflecting strong local connection to place and progeny. Contains 20 references. Appendices include an extensive personal narrative on doing ethnography, sample informed-consent forms, and data collection instruments. (Author/SV)

ED 408 122 RC 020 982

Primary Education in India. Development in Practice
PUB DATE- Mar 97
NOTE- 325p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Access to Education; Disadvantaged; Educational Attainment; Educational Benefits; *Educational Development; *Educational Finance; Educational Policy; *Educational Quality; Efficiency; *Elementary Education; Enrollment; *Equal Education; Foreign Countries;

Administration; School Community Relationship; School Role; Student Experience; Superintendents; Urban Schools; Vocational Education
IDENTIFIERS- *Bureau of Indian Affairs; Institutional History; *Phoenix Indian High School AZ

This book provides an overview of the history of the Phoenix Indian School from 1891 through 1935. The Phoenix Indian Industrial Boarding School was founded for the specific purpose of preparing Native American children for assimilation. During its first 40 years, the school's main objectives were to remove Indian youngsters from their traditional environment, obliterate their cultural heritage, and replace that background with the values of White middle-class America. However, the concept of assimilation was repeatedly revised between 1890 and 1930, and the changing educational policies of the federal government forced the school to shift emphasis from time to time. The changing concept of assimilationist education and its application to the Phoenix school form the basis of this book. The book begins by reviewing the administrative history of the school, centering around the superintendents who dominated the institution and who implemented federal policy. The book also addresses the unique relationship between the city of Phoenix and the school, which was purposely located in an urban area where interaction with Whites was an important part of the assimilation program. White citizens had financial and other reasons for cooperating, and their role in Indian education is thoroughly explored. Finally, the book presents an in-depth look at the effect of assimilationist education on Native children, concluding that Indian boarding schools were not all evil, and that they failed educationally because the federal government was unwilling to provide adequate support. Although the treatment of students was strict and the system racially segregated, the schools were not as repressive as is often assumed. Phoenix Indian School and others did not necessarily benefit from the 1930s reform movement led by John Collier, which replaced assimilationist goals with cultural pluralism. Contains references in chapter notes, an extensive bibliography, photographs, and an index. (Author/LP)

ED 408 139 RC 021 058

Darder, Antonia, Ed.; And Others
Latinos and Education: A Critical Reader.
PUB DATE- 97
NOTE- 510p.; Introduction by the editors--Antonia Darder, Rodolfo D. Torres, and Henry Gutierrez; foreword by Arturo Madrid.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; Bilingual Education; College Faculty; Educational Strategies; Elementary Secondary Education; English Only Movement; Equal Education; Ethnic Discrimination; *Ethnicity; *Foundations of Education; Higher Education; Hispanic American Culture; Hispanic Americans; Mexican American Education; *Mexican Americans; *Politics of Education; Population Trends; *Public Policy; Puerto Ricans; Social Structure
IDENTIFIERS- Chicano Studies; Chicanos; Education Economy Relationship; *Hispanic American Students; *Latinos

Latinos are among the nation's most educationally disadvantaged and economically disenfranchised groups. Addressing this reality within the context of a rapidly changing economy and society, this book links educational practice and the guiding principles of the document, an explanation of current thinking on how students learn science, a discussion of scientific literacy, a comparison of these standards with the Benchmarks for Science Literacy from the American Association for the Advancement of Science (AAAS), details of the content standards in chart form, an outline of the professional development standards for science teachers, a description of the characteristics of an effective school science program, and a description of the systemic support required for effective reform of science teaching and learning. (DDR)

ED 408 156 SE 060 122

Crow, Tracy, Ed.; Harris, Julia, Ed.
Calculator-Active Materials.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Calculators; Computer Interfaces; *Educational Resources; Elementary Secondary Education; Mathematical Concepts; *Mathematics Activities; Mathematics Education; Mathematics Skills; *Professional Development

This journal contains brief descriptions of calculator-active materials that were found using Resource Finder, the searchable online catalog of curriculum resources from the Eisenhower National Clearinghouse (ENC). It features both the calculators themselves and the activity books that are used with them. Among the calculators included are those that display fractions in improper, mixed, and reduced forms; graph functions in several colors; or perform symbolic algebraic, differential, and integral manipulations. Also highlighted are calculators that allow students to explore interactive geometry and to incorporate real-world data through connection with a data collection system. Some of the activity books described integrate the use of manipulatives with calculators and employ the calculator as a teaching tool rather than simply a method of checking answers and computing with large numbers. These activity books offer a variety of activities ranging from those that teach number sense to activities that foster explorations of patterns and relationships in functions. Sections include: (1) Calculators for Grades K-8; (2) Calculators for Grades 9-12; (3) Teaching Materials; and (4) Professional Development Materials. (JRH)

ED 408 157 SE 060 140

Minnesota TIMSS Report: A Preliminary Summary of Results. Third International Mathematics and Science Study.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Curriculum Evaluation; Elementary Secondary Education; *International Studies; *Mathematics Education; Mathematics Tests; *Science Education; *Standardized Tests
IDENTIFIERS- Minnesota; National Assessment of Educational

samples of quality student work. Contains 16 references. (JRH)

ED 408 177 SE 060 265

Slocombe, D. Scott, Ed.
Gaining New Insights - Building on Experience. Selected Papers from the Annual Conference of the North American Association for Environmental Education (24th, Portland, Maine, September 15-20, 1995).
PUB DATE- 96
NOTE- 360p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Environmental Education; Ethics; Higher Education; Interdisciplinary Approach; Learning Activities; *Outreach Programs; Partnerships in Education; Professional Development; Student Attitudes; Technology
IDENTIFIERS- *Environmental Action; *Environmental Awareness

This document contains selected papers from the 24th annual conference of the North American Association for Environmental Education (NAAEE). Papers and reports from the NAAEE Sections and other special workshops are presented first, followed by contributed papers, and finally a section providing background information on the NAAEE. Various topics of the presentations include arts in environmental education, biodiversity monitoring, environmental communication, environmental issues, sustainable environmental education programs, urban outreach, forest service, environmental justice, evaluation, rural outreach, curriculum development, school land labs, environmental competency, environmental action, integrated curriculum, partnerships and innovations, teacher thinking and practice, weatherizing houses and alternative fuels, mentoring, growth management and land use, undergraduate environmental science, conflict resolution, peace corps, global environmental change, threatened and endangered animals, children's literature, professional development, remote sensing and geographic information system technologies, academic training, environmental activities, citizenship and political controversy, public policy, environmental ethics, environmental awareness, recycling, environmental management, environmental education research, zoos and conservation centers, language and culture, multidisciplinary environmental science, children's perceptions, Australian landcare approach to environmental education, live animals, program evaluation, environmental education in vocational education, water education, preschool programs, and environmental risk education. (JRH)

ED 408 178 SE 060 266

Magne, Olof
Bibliography of Literature on Dysmathematics with Some Comments. Didakometry Series No. 76.
PUB DATE- Jun 96
NOTE- 151p.; Didakometry series No. 76.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Learning Disabilities; *Mathematics Education
IDENTIFIERS- *Dysmathematics

This bibliography is a survey of literature on dysmathematics and contains lists of documents in the areas of philosophy,

Schools; Middle Schools; *Scientific Concepts
IDENTIFIERS- *Middle School Students

This paper is based on the belief that knowledge must be organized in order to be accessible from long term memory and this kind of organization requires connected understanding. It reports on the development and validity of the select-and-fill-in concept map format designed to measure middle school students' connected understanding of selected science concepts and processes. The validity concerns discussed are related to map assessment content, cognitive processes required to complete the map assessment tasks, technical quality, and relationships of map scores and patterns of map scores to those from other assessment measures. Phase I included development and field testing of a variety of possible mapping formats. Phase II involved the creation, field testing, and revision of the most promising, the select-and-fill-in concept map, into its final form. In Phase III the format was tested with ethnically diverse middle school science students. Findings indicate that the select-and-fill-in concept map format can be used with ethnically diverse middle school students to measure their connected understanding of science. Contains 23 references. (Author/JRH)

ED 408 201   SO 026 730

Silver, Rosalind, Ed.; Thoman, Elizabeth, Ed.
News for the '90s: A Question of Values.
PUB DATE- 90
NOTE- 29p.; For a related item, see SO 027 793.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Content Analysis; Critical Thinking; Decision Making; *Mass Media Effects; *Mass Media Role; *Mass Media Use; *News Media; *News Reporting; News Writing; Newspapers; Secondary Education; Social Studies; *Values

This special issue of "Media & Values" gives a perspective on how news is changing, what is missing in the news, and how to spot bias and misinformation in news coverage, both print and electronic. Articles examine the impact of computer imaging on the credibility of photographs and the issue of privacy--just how far should journalists go to get a story? In the vital area of news, what is real is too often shaped by reporters and correspondents who rarely are allowed the luxury of depth. Or, more likely, news is shaped by news executives who value ratings and sales more than the public trust. Articles in this issue include: (1) "Whatever Happened to the News?" (Daniel Hallin); (2) "Satisfying an Age-Old Appetite"; (3) "Balance Bias with Critical Questions" (Pat Hynds); (4) "Project Censored Exposes Media's Untold Stories"; (5) "Left/Right/Center" (Jeff Cohen); (6) "Making the News Pay" (Jeff Greenfield); (7) "Touching Up Reality" (Bennett Daviss); and (8) "The News at Any Cost" (Tom Goldstein). (EH)

ED 408 202   SO 027 095

Ellis, Diane C.; Beresford, John C.
Trends in Artist Occupations: 1970-1990. Report #29.
PUB DATE- Aug 94
NOTE- 120p.; For the 1970-1980 edition, see ED 288 758.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acting; Architects; *Artists; Craft Workers; Dance;

Foundations in Elementary Education - Music.
PUB DATE- 94
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Cultural Activities; Fine Arts; Motor Development; *Movement Education; *Music; *Music Activities; Music Appreciation; *Music Education; Music Teachers; Music Techniques; Primary Education; Psychomotor Objectives; Self Expression

This book focuses on how teachers can guide children to acquire ownership of musical concepts through their personal construction of knowledge. It is intended for teachers of grades K-3, music educators, and preservice teachers. The book contends that music and movement are important to the development of the whole child and can be integrated within the academic curriculum throughout the day. The developmentally appropriate activities enable teachers to use music and movement to enhance active learning and develop the musical intelligence of learning. Part 1, "A Framework for K-3 Music," contains three chapters offering a general framework for implementing music in the K-3 classroom. Part 2, "Key Experiences in Music," includes six chapters introducing the music key experiences that establish ownership by the child. An outcome-based assessment model is provided along with five appendices offering helpful resources for classroom use. (EH)

ED 408 226 SO 027 317

Current Issues: Critical Issues Confronting the Nation and the World. 1997 Edition and Teacher's Guide.
PUB DATE- 96
NOTE- 540p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Controversial Issues (Course Content); *Current Events; *Foreign Policy; Futures (of Society); Government Role; *International Relations; Modern History; *Political Science; *Public Policy; Secondary Education; Social Studies; United States History; World History

This student text and teacher's guide feature current events and policy issues that are in discussion today. The books offer background on 20 important domestic and foreign policy issues and present arguments from both sides of key issues. The books are divided into three sections. Section 1, "The Federal Government," contains: (1) "The Clinton Administration"; (2) "The Congress"; and (3) "The Supreme Court." Section 2, "Domestic Policy Issues," includes: (1) "The Budget Deficit"; (2) "Constitutional Rights"; (3) "Crime and Drugs"; (4) "The Economy"; (5) "Education"; (6) "The Environment"; (7) "Health Care"; (8) "Immigration"; (9) "Poverty"; and (10) "Women and Minorities." Section 3, "Foreign Policy Issues," contains: (1) "Defense"; (2) "Democracy and Human Rights"; (3) "International Trade"; (4) "Nuclear Proliferation"; (5) "World Poverty and U.S. Foreign Aid"; (6) "East Asia"; (7) "Europe"; (8) "Latin America"; (9) "The Middle East"; and (10) "Russia." (EH)

ED 408 227 SO 027 321

parent participation. (Contains 44 references.) (LH)

ED 408 245 SP 037 334

Whitty, Geoff; And Others
Teacher Education in England and Wales: Some Findings from the Mote Project.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- British National Curriculum; Competency Based Teacher Education; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; *Partnerships in Education; *Preservice Teacher Education; *Teacher Competencies; Teacher Education Curriculum; Teacher Participation
IDENTIFIERS- England; *Reform Efforts; Wales

Perceptions vary between researchers and the British government as to the adequacy of initial teacher education in England and Wales. Based on the data from the Modes of Teacher Education (MOTE) project the researchers find a higher level of satisfaction from teachers than that claimed by the government. The MOTE project studied the origins, nature, and effects of reforms of initial teacher education in England and Wales between 1991 and 1996. The reforms increased the amount of training carried out in schools, required universities to work in partnership with local schools, and introduced a common list of competencies to be demonstrated by all beginning teachers. Three models of partnership are identified and discussed: collaborative, higher education-led; and separatist. Results from the surveys indicated a high level of school based teacher involvement in course design and interviewing, but course leadership remained the responsibility of university-based tutors. The school-centered initial teacher training (SCITT) run by a consortium of schools, and launched by the British government, was the only program where there was teacher involvement and responsibility. The reforms are considered in light of changes in styles of teacher professionalism. (Contains 26 references.) (SPM)

ED 408 246 SP 037 335

Bennett, Tyson
Clinical Supervision Marriage: A Matrimonial Metaphor for Understanding the Supervisor-Teacher Relationship.
PUB DATE- Jan 97
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Clinical Supervision (Of Teachers); Elementary Secondary Education; Higher Education; Human Relations; *Interpersonal Relationship; Metaphors; *Student Teacher Supervisors; Student Teachers; *Supervisory Methods; Teacher Improvement

NOTE- 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cooperating Teachers; Educational Philosophy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Qualitative Research; *Reflective Teaching; Student Teacher Attitudes; *Student Teacher Supervisors; *Student Teachers; Teacher Education Programs; Theory Practice Relationship

This qualitative study examined the personal practical theories (PPTs) of the members of the supervisory triad--college supervisor, cooperating teacher, and student teacher--to discover whether PPTs could provide information about relationships within the triad. Three preservice teachers, three college supervisors, and five cooperating teachers participated in the study. The participants' PPTs were compared with the goals and outcomes of a reflective teacher education program to ascertain whether PPTs could yield information about the likelihood of the prospective teacher becoming a reflective practitioner as defined by the program. Study findings indicated that the PPTs: provided a heuristic tool which enabled each participant to systematically approach his or her beliefs about education; provided a mechanism for the researcher to analyze triad interaction; and served as a useful mechanism for understanding the relative degree of implementation the participants displayed in relation to the goals and outcomes of the teacher education program. Recommendations were made for utilizing PPTs both as a method of understanding triad relationships and as a screening mechanism for the program. Three tables display summaries of participants' PPTs, triad groupings, and information on PPT congruence. (Contains 79 references.) (Author/ND)

ED 408 265 SP 037 355

Maslin-Ostrowski, Patricia; Ackerman, Richard H.
A Case for Stories: Toward Further Understanding of Situated Knowledge and Practice.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Practices; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Leadership Training; *Personal Narratives; Principals; *Teaching Experience; Teaching Methods

In contrast to case study, where participants learn vicariously through other peoples' cases, the case story approach invites people to learn through writing and telling about their own experiences as practitioners. This study of school leaders using case stories in university classrooms and in-service leadership academies focused on what is said and how it is said; how context influences story form and content; and how the case story serves as context of socially situated activity. Research for the study was carried out at 2 universities and 2 leadership academies over a year, with 75 administrators from

Phoenix; (15) University of Southern Colorado; and (16) Western State College. Approved programs are also listed by endorsement areas. (ND)

ED 408 285 SP 037 385

Research in the Classroom. Tenth Annual Report of Research Projects Conducted by Educators in Their Classrooms, 1995-1996.
SPONS. AGENCY- Colorado Council for Learning Disabilities.
PUB DATE- Feb 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Action Research; *Classroom Research; Computer Uses in Education; Elementary Secondary Education; *Inclusive Schools; *Learning Disabilities; Mathematics Education; Parent Participation; Portfolio Assessment; Reading Instruction; Short Term Memory
IDENTIFIERS- *Teacher Researchers

This publication contains reports on six research projects proposed, developed, and conducted by teachers in their own classrooms. The projects were conducted during the 1995-96 school year. The projects are: (1) "M..M..M..Math (Making More Meaning out of Math)" (Naomi Rose); (2) "Effect of Student Achievement as a Result of Individualized Use of Computer Technology" (Nelson S. Ford); (3) "Enhancing Short Term Memory Skills through Movement in Daily Obstacle Courses" (Judy Swanson, Terry Korsvold, and Mary Byrd); (4) "Parent Training for the Prevention of Reading Problems" (Jackie Taylor); (6) "Using Portfolio Assessment for Accountability in a Fully Integrated Classroom" (Jan Toyne and Kim Bundgaard); and (7) "The Effects of Team Building and Improved Environment in the Inclusive Classroom" (Cynthia A. Whitlock). (ND)

ED 408 286 SP 037 387

Lenski, Susan; And Others
Literacy Orientation Survey: A Survey To Clarify Teachers' Beliefs and Practices.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Construct Validity; *Constructivism (Learning); Content Validity; Elementary Education; Elementary School Teachers; Literacy; *Literacy Education; Self Evaluation (Individuals); *Surveys; *Teacher Attitudes; Teacher Evaluation; *Teaching Methods; Test Construction

The Literacy Orientation Survey (LOS) is an instrument for assessing teachers' beliefs about literacy learning and classroom practices. It was constructed in stages designed to measure the construct of literacy beliefs and practices in constructivist classrooms. Content validity of the LOS was established by a panel of experts who reviewed the items, judging how well items reflected principles of constructivist approaches to literacy instruction. A draft survey of 44 items was administered to 110 teachers. After factor analysis of responses, 30 items, 15 belief statements and 15 practices and likelihood values were obtained by marginal maximum likelihood estimation using the computer program MULTILOG. Type I error rates of the likelihood ratio test statistics for all six combinations of the sample sizes and ability matching conditions were within theoretically expected values at each of the nominal alpha levels considered. (Contains 5 figures, 5 tables, and 24 references.) (Author)

ED 408 305 TM 026 507

Kim, Seock-Ho
An Evaluation of Hierarchical Bayes Estimation for the Two-Parameter Logistic Model.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; Difficulty Level; *Estimation (Mathematics); *Item Bias; Maximum Likelihood Statistics; Sample Size; *Test Items
IDENTIFIERS- *Hierarchical Analysis; Item Discrimination (Tests); Two Parameter Model

Hierarchical Bayes procedures for the two-parameter logistic it response model were compared for estimating item parameters. Simulated data sets were analyzed using two different Bayes estimation procedures, the two-stage hierarchical Bayes estimation (HB2) and the marginal Bayesian with known hyperparameters (MB), and marginal maximum likelihood estimation (ML). Three different prior distributions were employed in the two Bayes estimation procedures. HB2 and MB yielded consistently smaller root mean square differences and mean euclidean distances than ML. The HB2 and MB estimates of item discrimination parameters yielded relatively larger biases than the ML estimates. As the sample size increased, the three estimation procedures yielded essentially the same bias pattern for item discrimination. Bias results of item difficulty show no differences among the estimation procedures. Tight prior conditions yielded smaller root mean square differences and mean euclidean distances. An appendix discusses the estimate of the unknown item parameters in detail. (Contains 2 figures, 4 tables, and 45 references.) (Author/SLD)

ED 408 306 TM 026 508

Kim, Seock-Ho; Cohen, Allan S.
A Comparison of Linking and Concurrent Calibration under the Graded Response Model.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; *Equated Scores; Estimation (Mathematics); Item Bias; *Item Response Theory; Testing Problems
IDENTIFIERS- *Calibration; *Graded Response Model; Item Discrimination (Tests); Linking Metrics

Applications of item response theory to practical testing problems including equating, differential item functioning, and high ability children rated their math competence significantly higher than low ability children. Overall, the findings support the inferences that the self-concepts of first and second graders are both multidimensional and somewhat inflated and that the formation of an accurate academic self-concept (e.g. one that is significantly related to achievement and external ratings) appears to develop in a domain-specific manner. (Contains 3 tables and 36 references.) (Author/SLD)

ED 408 324 TM 026 577

Wolfe, Edward W.; Chiu, Chris W. T.
Detecting Rater Effects with a Multi-Faceted Rating Scale Model.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Response Theory; Mathematical Models; Norms; *Performance Based Assessment; *Rating Scales; Scaling; Simulation
IDENTIFIERS- Accuracy; Calibration; Large Scale Assessment; *Rasch Model; *Rater Effects

How common patterns of rater errors may be detected in a large-scale performance assessment setting is discussed. Common rater effects are identified, and a scaling method that can be used to detect them in operational data sets is presented. Simulated data sets are generated to exhibit each of these rater effects. The three continua that depict the most commonly cited rater effects are: (1) accuracy/randomness; (2) harshness/leniency; and (3) centrality/extremism. Rasch measurement theory provides one way of examining these rater effects within a normative framework. Rasch measurement places each facet of the measurement context on a common underlying linear scale, resulting in measures that can be subjected to traditional statistical analyses while allowing for unambiguous substantive interpretations of the meaning of examinee performance as it relates to rater performance and task functioning. In addition, Rasch calibrations of examinees, tasks, and raters are sample free in that they remove the influence of sample variability. The Multi-Faceted Rating Scale Model (MFRSM) of J. M. Linacre (1989) was used with simulated datasets that illustrate rater effects. Rater effects could be detected in the normative framework through MFRSM, and these effects seemed to operate on several continua. Further research is needed to determine how large a departure from the pool of raters needs to be before it can be detected in a normative framework. (Contains 5 figures, 9 tables, and 13 references.) (SLD)

ED 408 325 TM 026 578

Wolfe, Edward W.; Chiu, Chris W. T.
Measuring Change over Time with a Rasch Rating Scale Model.
SPONS. AGENCY- American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Mar 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

ED 408 343 TM 026 622

Schafer, William D.
Selection of Higher Successfulness and Lower Successfulness Schools.
PUB DATE- 25 Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Education; *Elementary Schools; *High Achievement; *Low Achievement; Low Income Groups; *Reading Achievement; Regression (Statistics); Research Methodology; Sample Size; Sampling; *School Effectiveness; *Selection; Socioeconomic Status; Suburban Schools; Urban Schools
IDENTIFIERS- *Maryland; Maryland School Performance Assessment Program

As part of a study of school effectiveness, a procedure was developed to select schools for study based on extreme high or extreme low degrees of successfulness in reading. Data for all 775 public elementary schools in Maryland that were active in 1995 were used. Five triads of schools were selected, each triad consisting of two schools that were high and one school that was low in successfulness. The triads were: (1) high income suburban; (2) moderate income suburban; (3) low income urban; (4) low income suburban; and (5) low income rural. Achievement in schools was measured by the Maryland School Performance Assessment Program. As a first step in selection, regression models were developed to predict reading school means. Then the regression models were used to generate selection indices. Schools were then grouped, first into income levels, and then into levels of urbanicity. The 5 groups from which to select a triad each were then found to be 39 low income urban, 55 low income suburban, 11 low income rural, 28 moderate income suburban, and 78 high income suburban. In each group, schools were ordered on the basis of the selection index. The two highest-scoring and lowest-scoring schools were invited. If a school did not agree to participate, the next-higher or next-lower scoring school was invited until the triad was selected. One appendix, which contains seven tables, discusses the school-level successfulness indices across the state achievement testing program scores, and the other compares test score residuals with the school performance index and its residuals. (Contains six references.) (SLD)

ED 408 344 TM 026 626

Tirri, Henry; And Others
Using Neural Networks for Descriptive Statistical Analysis of Educational Data.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Data Analysis; *Discriminant Analysis; *Educational Research; Foreign Countries;

the school. The view of knowledge as a thing that can be passed from experts to teacher was widely held at the beginning of the study group. By the end of the second session, roles had begun to shift as teachers moved from waiting to be filled with knowledge to working as professionals together to improve their practice. By the end of the group meetings, the facilitator had become a voice in the conversation rather than a determining force. The roles members assumed in the course of the study are described as they changed, and power structures that also fluctuated are outlined. The study group became a place for teachers to explore issues of common concern and to develop ways of dealing with the contradictions of self-governance in the face of increasingly strict bureaucratic mandates. (Contains two tables, three figures, and nine references.) (SLD)

ED 408 363 TM 027 387

Geddes, Claire; Johnston, Caroline
Mini-Compendio de cifras en educacion, 1996 (Mini-Digest of Education Statistics, 1996).
PUB DATE- May 97
NOTE- 71p.; For the English version, see ED 406 451.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Disadvantaged Youth; *Educational Finance; *Elementary Secondary Education; *Enrollment; Federal Aid; Financial Support; *Higher Education; Minority Groups; *Outcomes of Education; *School Statistics; Spanish; Student Characteristics; Tables (Data); Teacher Characteristics; Teacher Salaries
IDENTIFIERS- Educational Indicators; National Center for Education Statistics

This is the fourth edition of the Spanish version of the "Mini-Digest of Education Statistics," a publication designed to present, in compact form, statistical information about education in the United States from kindergarten through graduate school. Data are derived from many sources, but unless it is stated to the contrary, information is from the annual "Digest of Education Statistics" of the National Institute for Education Statistics. Education was the principal activity of 74 million people in the United States in the fall of 1995. This total includes about 4 million teachers and college professors and about 4.4 million other school personnel, as well as students at elementary, secondary, and higher levels. In 1996, there were about 32.8 million students enrolled in kindergarten through grade 8 in the public schools, and about 13 million were enrolled at the secondary level. The first set of tables presents statistics on elementary, secondary, and postsecondary enrollment, with information on the enrollment of minority groups and participation in programs for the disadvantaged. Another section presents statistics about teacher characteristics and salaries. A section on results of schooling presents tables about required courses, dropouts, graduates, literacy, and degrees. A final section presents statistics on educational finance, reporting on expenditures, income, and federal aid for elementary, secondary, and higher levels. (Contains 30 tables.) (SLD)

ED 408 364 TM 027 388

Nolin, Mary Jo; And Others
An Overview of the National Household Education Survey: 1991,

strategies while reading or looking at storybooks with children. In the second and third years, the program evolved by adding evaluation features and providing books for participants. Parents were also encouraged to discuss family literacy in group sessions and to create their own goals and materials. Results for the first year were only marginally successful, and the attrition rate was high. Greatly improved retention and unsolicited enrollment figures showed that parents responded much more positively to the restructured program of the second and third years. They were particularly appreciative of the group approach. (SLD)

ED 408 381 UD 031 734

Astor, Ron Avi; And Others
Unowned Places and Times: Maps and Interviews about Violence in Unsafe High Schools.
PUB DATE- 9 Aug 96
NOTE- 59p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Facilities Design; *High School Students; High Schools; Maps; *Prevention; *School Safety; School Space; Secondary School Teachers; Sex Differences; *Student Attitudes; Teacher Role; *Violence

Students (n=78) and teachers (n=22) in five high schools with violence concerns were given maps of their schools and asked to identify the locations and times of the most violent events and most dangerous areas in and around the school. Participants were also asked to identify the ages and genders of the perpetrators and victims of the violent events. Participants were then interviewed about the locations indicated on the maps. Results suggest that violent events occurred primarily in spaces such as hallways, dining areas, and parking lots at times when teachers typically were not present. Results also suggest that girls are more likely to be involved in violent events than boys. By far the most effective deterrent to violence was the presence of a teacher. It is suggested that interventions be designed to increase the role of teachers in violence prevention. (Contains 1 figure, 5 tables, and 62 references.) (Author/SLD)

ED 408 382 UD 031 735

Our Nation on the Fault Line: Hispanic American Education.
PUB DATE- Sep 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Accountability; *Bilingual Education; Cultural Awareness; Disadvantaged Youth; *Educational Attainment; Educational Finance; Educational Improvement; Educational Trends; *Elementary Secondary Education; *Equal Education; *Hispanic Americans; Multicultural Education; Racial Differences; School Segregation
IDENTIFIERS- *Hispanic American Students; Latinos

This report responds to an Executive Order that charges the President's Advisory Commission on Educational Excellence for Hispanic Americans with improving the education of Hispanic

Inc. (Contains five references.) (SLD)

ED 408 400 UD 031 753

Hesse, Hermann-Gunter
Lernen durch Kulturkontakt (Learning through Acculturation).
PUB DATE- 95
NOTE- 68p.
LANGUAGE- German
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; *Beginning Teachers; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Foreign Countries; German; *Multicultural Education; *Teacher Attitudes
IDENTIFIERS- Experts; *Germany

"Experiences in Acculturation: What Is Being Learned?" is the first of two papers in this volume. It reports on a study of social representations and their development during cultural contacts conducted with beginning teachers who were studied over time and through comparison with cross-culturally competent experts with the aim of putting multiethnic education into the position of preventing and managing crosscultural conflict. Six people with at least 6 years residence in a foreign culture were recruited as experts in acculturation. Twenty monocultural German beginning teachers were chosen as novices in acculturation. Novices took an assimilationist point of view toward cultural differences, but experts appeared to have different cognitive acculturation models for minorities. After a year of teaching multicultural classes, the teachers had different views and less faith in the resolution of cultural conflicts if students were not ready to assimilate to the main culture. The second paper, "Zum Problem der psychologischen Operationalisierung des Begriffs 'Kultur': Ergebnisse einer Untersuchung der psychometrischen Eigenschaften eines Fragebogens zum Thema: 'Individualismus-Kollektiuismus'" ("On the Problem of the Psychological Operationalization of the Concept of 'Culture': Results of an Investigation into the Psychometric Characteristics of a Questionnaire on the Topic:'Individualism-Collectivism'"), explores the idea of a taxonomy of psychologically-based cultural differences being indispensable to intercultural psychological research if it is to be not merely descriptive, but also explanatory. More than 700 individuals were questioned in an attempt to operationalize the cultural dimension 'Individualism-Collectivism,' and the psychometric particularities of this dimension are examined. Because of the incompatible answers from persons with dissimilar cultural backgrounds, the usefulness of the method to understand culture, in the sense of a linear construct, is questionable. These differences are represented with an analysis of intercultural communication. (Contains 15 figures and 29 references.) (SLD)

ED 408 401 UD 031 755

Epp, Juanita Ross, Ed.; Watkinson, Ailsa M., Ed.
Systemic Violence in Education: Promise Broken. SUNY Series, Education and Culture: Critical Factors in the Formation of Character and Community in American Life.
PUB DATE- 97
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

geometry, and biology. Appendixes provide the pretest instrument; a list of independent variables; and discussions of data techniques related to missing values, frequencies, variable reduction and screening, correlations and basic statistics, analysis of models, and comparisons of general chemistry results. Contains 42 references and 16 tables and figures. (HAA)

ED 407 958 JC 970 285

Educating for the Global Community: A Framework for Community Colleges. Report of a Conference Sponsored by the American Council on International Intercultural Education and the Stanley Foundation (Warrenton, VA, November 15-17, 1996).
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; *College Role; Community Colleges; Conference Proceedings; Cultural Pluralism; Curriculum Development; Educational Needs; *Global Education; Institutional Mission; *Lifelong Learning; *Program Development; Role of Education; Two Year Colleges

Summarizing results from a 3-day conference on community colleges and globally competent learners, this report presents participants' conclusions regarding the colleges' role in producing globally competent learners. Following introductory sections, a definition is provided of globally competent learners, suggesting that they are empowered by the experience, are committed to lifelong learning, are aware of diversity, recognize global interdependence, are capable of working in diverse teams, and accept responsibility for world citizenship. Requirements for establishing effective global education efforts at colleges are then reviewed, including obtaining commitment from top administrators, implementing global education as an integral component of the mission, conducting a needs assessment for local businesses, allocating resources, and providing support and student services. The current status of global education in community colleges is then reviewed, examining partnerships, faculty development, curriculum enhancement, and diversity, and forces hindering attempts to globalize are reviewed related to attitudes, practices, priorities, and marketing. Strategies are then provided for countering these obstacles and for beginning or expanding globalization efforts. Finally, suggestions for advancing global education beyond the campus are addressed. A list of participants is included. Appendixes provide welcoming remarks by Richard H. Stanley; "Connectedness, Community, and Stardust," the opening address by Margaret B. Lee; and a list of global competencies. (HAA)

ED 407 959 JC 970 286

Barrett-Schuler, Barbara
Impact of Culture on Business Behavior. Asian Studies Instructional Module.
PUB DATE- 97
NOTE- 70p.; For the related instructional modules, see JC 970 287-300.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

general fund expenditures by object category and the FY 1995-96 expense of education, including the amount and percentage of expenses going toward instructors' salaries. Part VII focuses on state general fund expenditures by activity, aggregated instructional activities, aggregated administrative and support activities, community and ancillary services, and general fund expenditures by activities. Part VIII provides a ranking of districts by FTES size, while part IX provides a summary of the districts' FTES, fund balances, revenue, and expenditures for 1991-92 to 1995-96. Information on definitions and data sources is attached. (HAA)

ED 407 977 JC 970 317

Report on Staffing and Salaries, Fall 1994.
PUB DATE- Mar 97
NOTE- 136p.; For the fall 1993 report, see ED 374 879.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Faculty; *Community Colleges; Compensation (Remuneration); *Faculty Workload; *Full Time Equivalency; Full Time Faculty; Institutional Characteristics; Part Time Faculty; *Personnel Data; *Salaries; School Personnel; *Staff Utilization; State Surveys; Teacher Salaries; Two Year Colleges
IDENTIFIERS- California Community Colleges

Fourteenth in a series of annual reports, this document presents fall 1994 demographic, staffing, salary, and workload information on California community college employees, based on data collected from all 71 California community college districts. Section I presents district- and college-level data on the number of employees by primary occupational activity, full-time equivalent (FTE) employees by occupational activity, numbers of employees and FTE employees by category, percent distribution and total number of weekly faculty contact hours taught, and numbers of faculty and salaries paid from 1991-92 to 1994-95. Sections II through VIII then summarize data for each of the seven major categories of employees: full-time faculty; part-time faculty; professional employees, including faculty who spend more than 15 hours per week as counselors, librarians, or nurses; certificated administrators; classified administrators; classified non-administrative employees; and casual employees. For each group, tables provide data on percentage distributions by age, gender, and ethnicity; numbers and percent distribution by employment classification, employment status, and duration of employment contract/agreement; and annual salary per schedule plus stipends, while faculty tables also provide data on weekly faculty contact hours, weekly faculty contact hours of overload instruction, and hourly compensation rate for overload instruction. (HAA)

ED 407 978 JC 970 318

Report on Staffing and Salaries, Fall 1995.
PUB DATE- Mar 97
NOTE- 137p.; For the fall 1994 report, see JC 970 317.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Faculty; *Community

treatment group was randomly selected from the eligible students to receive the mailing, which included a retention award and a student satisfaction survey. Results included the following: (1) the persistence rate for treatment cases was 48.2%, while the persistence rate for the control group was 51.8%; (2) when examining the rates of student persistence, no significant differences existed for the treatment and control groups for gender, age, or ethnic group; (3) there were no significant findings for students based on their GPAs, units taken, or whether they were concurrently enrolled at a local university; and (4) it was found that human interaction might perform a stronger integrative function, and possibly address student concerns, more significantly than a certificate. (HAA)

ED 407 996 JC 970 339

Hamilton, John M.
Tracking Student Credit Hour Generation and Transfer Success from Gainesville College to System Senior Institutions: Fall of 1990 to Fall of 1995.
PUB DATE- May 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission (School); Articulation (Education); Associate Degrees; Business Administration; *College Transfer Students; Community Colleges; Credits; Higher Education; Remedial Instruction; Sex Differences; Special Needs Students; *Student Characteristics; *Student Mobility; Tables (Data); Two Year Colleges
IDENTIFIERS- *Transfer Rates (College)

In 1990, a study was conducted to investigate the five-year transfer patterns of students who entered Gainesville College, a public two-year unit of the University System of Georgia, during the fall of 1990 as they matriculated to public baccalaureate-granting institutions within the state. A variety of student cohorts were followed from fall 1990 to the end of fall 1995, including: students who started with remedial needs, male and female populations, students with and without associate degrees, traditional versus nontraditional age (25 and over) entering students, credit hours earned at the starting college, business administration majors, and high school college preparatory students. Highlights include the following: (1) 26% (n=150) earned associate degrees at the college with 91 of the degrees earned by females and 132 earned by students less than 25; (2) 35.8% (n=205) did not earn over 15 academic credits at the College within five years of entering the college; (3) of the 208 who transferred, 51% (n=106) of the transfer activity from the college occurred over the second year and 83.7% (n=174) occurred over the third year; and (4) the transfer rate for those with three remedial requirements were 15.3% (n=15). Extensive data tables are included. (HAA)

ED 407 997 JC 970 342

Slark, Julie
12 Measures of Success.
PUB DATE- Feb 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

Informant Approach

This report summarizes the results of the start-up phase of the Chilliwack Community Services Child Care Support Program, which tests ways of improving accessibility, quality, and accountability in British Columbian child care programs in which licenses are not required (LNR). Twenty-seven Child Care Support Programs in British Columbia completed a survey to identify current standards and policies and five key informants participated in interviews. Results of the provincial survey indicated that common standards included a reference check, doctor's signature, home visits, criminal reference checks, insurance requirements, personal assessments, a discipline contract, contracts with agencies to provide service, membership fees, a commitment to training, and First Aid training. Programs identified lack of consistent program standards and policies, registration requirements, and the lack of provincial standards and policies as barriers to registration. Results from the key informant interviews revealed that the relationship between parent and provider was a key quality indicator in the LNR sector. Health and safety standards were seen as essential to a quality arrangement. Components of a good registration model included a built-in support system for caregivers, registration incentives, career path opportunities, and marketing assistance. Respondents recommended the Family Day Care Early Childhood Rating Scale, a parent/provider survey, and case studies to assess program quality. A literature review provided a theoretical basis for developing and evaluating standards for LNR family day care, and considered informed parental choice; an accreditation system for providers; evaluation of program quality; and the need to respect family lifestyles. (Contains 33 references.) (KDFB)

ED 408 015 PS 024 769

Brewerton, Melissa

Te Whariki: National Early Childhood Curriculum Guidelines and Its Relationship with the New Zealand Curriculum for Schools.

PUB DATE- Jan 96

NOTE- 19p.; Paper presented at the Australia and New Zealand Conference on the First Years of School: "Changing Realities--Changing Practices" (6th, Hobart, Tasmania, January 9-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Enrichment; Curriculum Research; *Early Childhood Education; Educational Assessment; Educational Change; Educational Development; Foreign Countries; Maori; *Maori (People); *National Curriculum; National Programs; *Preschool Curriculum

IDENTIFIERS- *New Zealand

Early childhood education in New Zealand includes the education of children from birth until entry into school. A national early childhood curriculum is expected to support the partnership between Maori people and the Crown established by the Treaty of Waitangi. This paper discusses the development of some national guidelines for early childhood education, "Te Whariki", and their relationship to the national school curriculum. National curriculum reform was initiated in the late 1980s to improve the quality of education and thereby ensure the future successful participation by young people in sensitivity, nurturance, the ability to listen, consistency, positive self-image, personal competence, and effective interpersonal skills. Researchers have cited positive attitudes, continuous teacher training, involvement in professional growth, and personal competence as teacher attributes related to successful parent involvement. Parenting roles that support teacher-parent partnerships include those of learning, supporting, and decision making. Teacher roles critical to the partnership process include support, education, and guidance. Strategies that engage parents and teachers in collaborative roles include home visits, conferences, parent centers, telecommunication, parent involvement in the classroom, participatory decision making, parent education programs, home learning activities, and family-school networking. Family-centered schools need to be involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum that promotes a shared learning process among children, parents, and teachers. A family-centered focus must also become a part of the community's fabric. (EAJ)

ED 408 033 PS 025 396

Moore, Shirley G.
El Papel de los Padres en el Desarrollo de la Competencia Social (The Role of Parents in the Development of Peer Group Competence). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 3p.; For English version, see ED 346 992.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Rearing; Children; Discipline; *Interpersonal Competence; *Parent Child Relationship; *Parent Influence; *Parenting Skills; Parents; Peer Relationship; Permissive Environment; *Social Development
IDENTIFIERS- Authoritarian Behavior; Authoritative Parenting; Baumrind (Diana); Control (Social Behavior); ERIC Digests; Nurturance

Among studies that have examined the relationship between parenting styles and children's development of social skills, the research of Diana Baumrind is noteworthy. In several studies, she has identified authoritarian, permissive, and authoritative parenting styles, which differ on the dimensions of nurturance and parental control. Authoritarian parents are low in nurturance and high in control; their children are prone to model aggressive modes of conflict resolution. Permissive parents are moderate or high in nurturance and low in control. Their children tend to be sociable, but tend to avoid taking responsibility for misbehavior. Authoritative parents are high in nurturance and moderate in control. These parents' nurturing behaviors, such as interest in children's daily activities, predict children's social competence. In their use of control, authoritative parents: (1) set behavioral standards for children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritative parenting styles better facilitate the

Care; Infants; Lunch Programs; Minority Group Children; Mortality Rate; One Parent Family; Prenatal Care; Preschool Education; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Firearms; *Indicators; *Missouri; Project Head Start; Vaccination

This KIDS COUNT report examines statewide trends in the well-being of Missouri's children. The statistical portrait is organized by county and is based on 11 outcome measures of children's well-being: (1) students enrolled in free/reduced lunch programs; (2) births to mothers without high school diplomas; (3) low birthweight infants; (4) infant mortality; (5) deaths of children age 1-14; (6) suspect child abuse; (7) out-of-home placement; (8) high school completion rate; (9) births to single teens; (10) juvenile law violations; and (11) violent deaths. Improved findings were seen in the areas of infant mortality rate, percent of births to single teens, and the percent of births to poorly educated mothers. Indicators which showed little progress or a slight deterioration included high school completion rate, percent of low birthweight infants, and the rate of law violation referrals to juvenile courts. Deterioration was indicated in percent of low-income children enrolled in free or reduced lunch programs, statewide child poverty, child abuse and neglect, out-of-home placement rates, and teen violent death rate. Homicide was the leading cause of death for 15- to 19-year-old males. Minority children were found to face risks two to three times those of Caucasian children for every available measure. (SD)

ED 408 052 PS 025 451

KIDS COUNT in Missouri 1995 Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Nov 95
NOTE- 295p.; For 1994 Report, see PS 025 450.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Demography; Dropout Rate; Early Parenthood; Foster Care; Infants; Lunch Programs; Minority Group Children; Mortality Rate; One Parent Family; Prenatal Care; Preschool Education; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Firearms; *Indicators; *Missouri; Project Head Start; Vaccination

This KIDS COUNT report examines statewide trends in the well-being of Missouri's children. The statistical portrait is organized by county and is based on 10 outcome measures of children's well-being: (1) students enrolled in free/reduced lunch programs; (2) births to mothers without high school diplomas; (3) low birthweight infants; (4) infant mortality; (5) deaths of children ages 1-14; (6) probable cause child abuse; (7) out-of-home placement entries; (8) annual high school dropouts; (9) births to teens ages 15-19; and (10) violent deaths, ages 15-19. Improved findings were seen in the areas of births to mothers without a high school diploma, infant mortality, and teen birth rate. Mixed progress was indicated in the rate of child abuse and neglect. Slight worsening was indicated in the percent of low birthweight infants and rate of child deaths. Dramatic deterioration was requiring further reflection on desired ends and probable means. (Contains 16 references.) (EV)

ED 408 070 PS 025 472

Rhode Island KIDS COUNT Factbook, 1995.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 141p.; For 1996 Factbook, see PS 025 473.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Children; Demography; Dropout Rate; Early Parenthood; Economic Status; Infants; Lead Poisoning; Lunch Programs; Mortality Rate; One Parent Family; Prenatal Care; Preschool Education; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Violence; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; Project Head Start; Rent; *Rhode Island; Women Infants Children Supplemental Food Program

This KIDS COUNT report examines statewide trends in the well-being of Rhode Island's children. Five chapters address the areas of family and community, economic well-being, child health, safety, and education. The statistical portrait is based on 20 indicators of well-being: (1) children in single parent families; (2) median household income; (3) children in poverty; (4) children receiving public assistance; (5) rent burden; (6) women with delayed prenatal care; (7) low birthweight infants; (8) infant mortality; (9) births to unmarried teens; (10) women and children receiving WIC; (11) children receiving school lunch; (12) children with lead poisoning; (13) additional children's health issues; (14) child deaths; (15) teen deaths; (16) juveniles referred to family court; (17) child abuse and neglect; (18) children enrolled in Head Start; (19) high school graduation rate; and (20) teens not in school and not in the labor force. The information on each indicator is organized as follows: definitions, significance, sidebars, and city/town tables. Five core cities in which more than 15 percent of child residents live in poverty are highlighted for each indicator. Findings indicate that the number of children in poverty has grown since 1990, and that one in five children under 18 receives public assistance. (SD)

ED 408 071 PS 025 473

Rhode Island KIDS COUNT Factbook, 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 153p.; For 1995 Factbook, see PS 025 472. For 1997 Factbook, see PS 025 474. For 1996 issue briefs, see PS 025 475.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Breakfast Programs; Child Abuse; *Child Health; Child Neglect; *Children; Demography; Dropout Rate; Early Parenthood; Economic Status; Health Insurance; Infants; Lead Poisoning; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Preschool Education; Reading Skills; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Welfare

NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anxiety; Behavior Change; Behavior Development; Behavior Problems; *Child Behavior; Child Development; Child Rearing; Developmental Stages; Elementary Education; *Elementary School Students; Parent Participation; Parent School Relationship; *Parent Student Relationship; *Physical Development; School Attitudes; School Phobia; School Readiness; *Social Development; *Student Adjustment; Student Attitudes
IDENTIFIERS- Caring

The goal of this book is to assist parents in understanding their children's behavior. Chapter one focuses on the transition to school and addresses preparation, first-day jitters, changing schools, when to begin elementary school, promotion, and retention. Chapter two addresses academic issues at school and focuses on dealing with learning disabilities, making the grade, reading problems, math problems, failing at school, cheating, and helping gifted students. Chapter three addresses the connection between school and home and focuses on parental involvement at school, homework, school avoidance, lessening anxiety, and perfectionism. Chapter four focuses on stress and anxiety and addresses coping with a family crisis and fears about being home alone. Chapter five focuses on communication and addresses divorce, privacy and handling anger. Chapter six discusses discipline and addresses rewards, bribes, effective praise, patience, spoiling, parental standards and behavior modification. Chapter seven addresses behavior problems and focuses on lying, stealing, delinquency, aggression, and bullies. Chapter eight focuses on sibling relationship and addresses fairness, rivalry, siblings with special needs, and separations. Chapter nine focuses on sports and games and addresses evaluating sports programs and coaching. The final chapter focuses on social development, addressing tattling, hero worship and peer pressure. A detailed index accompanies the book. (SD)

ED 408 089 PS 025 499

Dunton, Nancy; Leon, Seth
New York State KIDS COUNT 1995 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Aug 95
NOTE- 517p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Welfare; *Children; Counties; Crime; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Foster Care; Infants; Mortality Rate; One Parent Family; Poverty; Prenatal Care; *Social Indicators; Socioeconomic Status; *State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Violence; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *New York

This KIDS COUNT report examines statewide trends in the well-being of New York's children. The statistical portrait is based on six general indicators of children's well-being: (1)

Infants; Mortality Rate; Municipalities; One Parent Family; Prenatal Care; *Social Indicators; Socioeconomic Status; *State Surveys; Statistical Surveys; Tables (Data); Violence; Welfare Recipients; *Well Being

IDENTIFIERS- Aid to Families with Dependent Children; Arrests; Food Stamp Program; *Indicators; *New Jersey; Out of Home Care

This KIDS COUNT data book examines statewide trends in the well-being of New Jersey's children. The report begins with general state facts, state trends in child well-being for the years 1993 through 1995, county quartile rankings for 1995, and county composite rankings for the years 1993 through 1995. The bulk of the report provides data in two forms on a county-by-county basis, including a composite ranking table which provides a statewide rate comparison, and a table of trends in child well-being which compares Kids Count data from 1993 through 1995. Thirteen indicators of child well-being are examined including: (1) low birthweight; (2) no prenatal care; (3) infant mortality rate; (4) AFDC benefits; (5) food stamp benefits; (6) births to teens; (7) child death rate; (8) teen death rate; (9) juvenile arrest rate; (10) juvenile commitment rate; (11) substantiated child abuse cases; (12) family problems; and (13) out-of-home placement rate. The third section of the report provides data on 25 of New Jersey's major cities and their ranking in relation to the state averages in the indicator areas of: (1) low birth weight; (2) no prenatal care; and (3) infant mortality rate. The report ends with a glossary of terms and data sources. (SD)

ED 408 106 PS 025 552

Cillessen, Antonius H. N.

Sociometric Status, Social Self-Perceptions, and the Development of School Adjustment in Middle Childhood.

PUB DATE- Apr 97

NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Problems; Emotional Adjustment; Grade 4; Intermediate Grades; *Interpersonal Competence; Models; *Peer Acceptance; *Peer Relationship; *Self Concept; Social Development

IDENTIFIERS- Externalization; Internalization; Mediating Factors; *Sociometric Status

An important and well-documented finding in the peer relations literature is that there is an association between children's peer relations and their later social development. Two models have been proposed for the predictive link between early peer relations and later adjustment: incidental and causal. Although findings have supported an independent (causal) contribution of negative early peer interactions to later behavior problems, relatively little is known about the actual mechanisms involved. This study tested whether children's social self-perceptions may function as a mediator of the relationship between early peer status and later outcomes. Participants were 660 fourth-grade students. Peer-, teacher-, and self-report measures were collected at three times during the school year at 12-week intervals. Results indicated that children's perceptions of their peer relations play a mediating role in the link between peer status and later outcomes. In particular, negative social self-perceptions play a determining role in the

Literacy; Poverty; Rural Schools; Teacher Education
IDENTIFIERS- Capacity Building; *India

Having steadily raised primary enrollment rates over the past 4 decades, India now has 67 million children aged 6-10 who are attending primary school, but 28-32 million who are not. This book draws on a wide range of sources, including original analytical work by Indian researchers and others, to describe the current state of primary education in India, identify key challenges, and recommend directions for reform. Chapters: (1) provide an overview of Indian primary education; (2) explain the economic and social benefits that justify investment in primary education; (3) examine low attendance rates and widespread grade repetition in certain regions, the need to increase the supply of classrooms and teachers, possible incentives to increase school attendance, and the cost benefits of improved student flow; (4) discuss low student achievement in low-literacy rural areas, achievement gaps by gender and social class, and strategies for improving achievement; (5) explore the effects of poverty on enrollment, persistence, and achievement, as well as strategies for reducing gender, caste, and ethnic gaps in these indicators; (6) describe teacher characteristics and weaknesses, teaching conditions, and strategies for improving teacher performance; (7) examine means for improving textbook quality and the efficiency of their production; (8) discuss recent decentralization of educational governance and strategies for building managerial and institutional capacity; (9) describe educational finance at the federal and state levels; and (10) recommend financial strategies. Appendices summarize studies of school incentive programs and unit costs of elementary education and provide tables of basic education indicators for the 15 major states. Includes notes, an extensive bibliography, and many tables and figures. (SV)

ED 408 123 RC 020 984

Monkman, Karen
Transnational or Immigrant Learners: Re-drawing the Boundaries of Socio-cultural Context in Understanding Adult Learning.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Mexico City, Mexico, March 19-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Extended Family; Identification (Psychology); *Immigrants; *Learning Experience; *Mexican Americans; Mexicans; Migrant Workers; *Migration; Second Language Learning; *Social Networks; Sociocultural Patterns
IDENTIFIERS- California; *Informal Education; Mexico

This paper examines the intersection where migration and adult learning converge, exploring how a transnational social context of living relates to adults' formal and informal learning experiences. In-depth life-history interviews were conducted with 29 adults participating in two social networks that link the central coast region of California with several areas in Mexico and an urban area in Honduras. Interviewees ranged in age from early 20s to early 80s and included immigrants to California, adult children of immigrants, and individuals in Mexico whose lives have been touched deeply by the migration of close family members and numerous community members. Interview structural dimensions that shape institutional life. Sections focus on the political economy of schooling, historical views of Latino schooling, construction of Latino(a) identities, politics of language, cultural democracy and schooling, and Latinos and higher education. The 25 chapters are: "A Theory of Racial Inequality" (Mario Barrera); "Economic, Labor Force, and Social Implications of Latino Educational and Population Trends" (Sonia M. Perez, Denise de la Rosa Salazar); "The Structure of Inequality and the Status of Puerto Rican Youth in the United States" (Hector R. Cordero Guzman); "Latinos, Class, and the U.S. Political Economy: Income Inequality and Policy Alternatives" (Rodolfo D. Torres, Adela de la Torre); "History, Culture, and Education" (George I. Sanchez); "Roused from Our Slumbers" (Guadalupe San Miguel, Jr.); "Culture, Language, and the Americanization of Mexican Children" (Gilbert G. Gonzalez); "Living Borders/'Buscando' America: Languages of Latino Self-Formation" (Juan Flores, George Yudice); "Somos RUNAFRIBES? The Future of Latino Ethnicity in the Americas" (Gonzalo Santos); "Latino/'Hispanic'--Who Needs a Name?: The Case against a Standardized Terminology" (Martha E. Gimenez); "Nomads and Migrants: Negotiating a Multicultural Postmodernism" (Rafael Perez-Torres); "Movimientos de Rebeldia y las Culturas que Traicionan" (Gloria Anzaldua); "English Only: The Tongue-Tying of America" (Donaldo Macedo); "Racism, Language Variety, and Urban Minorities: Issues in Bilingualism and Bidialectalism" (John J. Attinasi); "Returned Migration, Language, and Identity: Puerto Rican Bilinguals in Dos Worlds/Two Mundos" (Ana Celia Zentella); "The Empowerment of Language-Minority Students" (Richard Ruiz); "Creating the Conditions for Cultural Democracy in the Classroom" (Antonia Darder); "Teaching and Social Change: Reflections on a Freirean Approach in a College Classroom" (Daniel G. Solorzano); "Effective Instruction for Language Minority Students: The Teacher" (Eugene E. Garcia); "Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools" (Tamara Lucas, Rosemary Henze, Ruben Donato); "Education and the Mexican American: Eleuterio Escobar and the School Improvement League of San Antonio" (Mario Garcia); "Racism in Academia: The Old Wolf Revisited" (Maria de la Luz Reyes, John J. Halcon); "The Quest for Paradigm: The Development of Chicano Studies and Intellectuals" (Carlos Munoz, Jr.); "Confronting Barriers to the Participation of Mexican American Women in Higher Education" (Melba J. T. Vasquez); and "Research on Latino College Students: A Theoretical Framework and Inquiry" (Michael A. Olivas). Contains references. (SV)

ED 408 140   RC 021 059

Williamson, Alan
Schooling the Torres Strait Islanders, 1873-1941: Context, Custom and Colonialism.
PUB DATE- 94
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; *Colonialism; *Context Effect; *Cultural Context; Educational Attitudes; Educational Development; Educational History; *Educational Policy; Educational Practices; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; *Indigenous Populations; Racial Relations; *Role of Education; Teacher Education; Teacher Role
IDENTIFIERS- Australia (Queensland); *Australia (Torres Strait);

Progress; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) provides comparative assessments of student outcomes, instructional practices, curricula, and cultural contexts. The state of Minnesota participated in the study as a 'mini nation' and this document is a preliminary report of the results. This summary provides a picture of the performances of almost 5,000 Minnesota students as compared to their peers around the world in science and mathematics. The results of the study will help to shape education policy and implement the Minnesota Graduation Standards. This report provides details on Minnesota eighth grade achievement results compared to those of the whole United States and other nations in mathematics and science content areas, a summary of contextual factors impacting mathematics and science achievement, sample items, gender differences in eighth grade mean achievement, and recommendations for change in policy and practice. (DDR)

ED 408 158 SE 060 149

Stix, Andi
Teaching Fractions and Decimals: Fun with Picture Grids.
PUB DATE- 8 Jan 97
NOTE- 26p.; Paper presented at the Nassau County Math Supervisors Conference (Long Island, NY, January 8, 1997). Some color diagrams may not photograph well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Fractions; Instructional Materials; Learning Strategies; *Manipulative Materials; Mathematics; Mathematics Activities; Mathematics Instruction; Teaching Methods; *Visual Aids
IDENTIFIERS- Cuisenaire Materials; *Grids; *Square Roots

In these two companion papers, a learning activity is introduced that teaches students how mathematics works through the visual aid of picture grids. The picture grids are composed of 60 different acrylic stained-glass window overlays. Each fractional part is represented by a different color: fifths are green, quarters are yellow, etc. The square grids can be easily maneuvered by both students and teachers. The papers report on a teacher demonstrating how students can visualize math strategies. The teacher also shows that manipulatives can help clarify processes as students learn various ways to find solutions. Part 1 introduces picture grids and shows how they work with fractions and decimals. Part 2 tackles squares and square roots using Cuisenaire rods. Games are also included. Suggested games are representative of the many ways in which teachers can simplify the concepts essential for understanding fractions. Because the grids can be maneuvered, students can actually see the sections as they are divided, thus learning the reasons for their answers. When students are encouraged to develop a visual understanding of how numbers are used, numbers are no longer a mystifying body of incomprehensible symbols. (PVD)

ED 408 159 SE 060 183

Dixey, Brenda P.; Baird, Kate A.
Students' Entry into Science through Literature.
PUB DATE- 27 Dec 96
NOTE- 12p.; Paper presented at the Global Summit on Science and

neuropsychology, sociology, education, and technology. Specifically chosen themes include educational and social needs, physical impairment, affect and motivation, ability, memory, and gender. It includes inferences concerning the many authors' selection of their topics. Inferences are grouped under notions on the nature of mathematics, mandates to mathematics special education, thematic interests of the authors, interest in specific traits or special needs, causes for mathematical disability, and educational principles and remediation methods. (JRH)

ED 408 179 SE 060 268

Millar, Susan B.; And Others
Pilot Wisconsin Emerging Scholars Program 1993-94 and Script for the Audio Program. Final Evaluation Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 95
NOTE- 138p.; A product of the LEAD Center. Accompanying audio tape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Black Students; Calculus; Higher Education; *Honors Curriculum; Interviews; Mathematics Instruction; *Minority Groups; *Program Evaluation; *School Community Relationship; Tables (Data)
IDENTIFIERS- Wisconsin

This document contains the final evaluation report of the Wisconsin Emerging Scholars Program 1993-94 and the script for the audio program. The evaluation report includes an executive summary; a discussion of the parameters of the evaluation including research questions and methods; implementation processes and outcomes for faculty and administrators; student learning processes and outcomes including those indicated by both qualitative and quantitative data; conclusions related to the use of the discussion section approach and the workshop approach; and recommendations related to pedagogical issues, out-of-class issues, and implementation issues. Interview guides, sample classroom observations, and a description of the Lead Center are also provided. The contents of the audio program include opening quotes which are excerpts from student interviews, an introduction to the program, excerpts from the student interviews of the comparison group, a brief summary of the outcomes of the pilot project, details of the three critical learning process factors, outcomes associated with the learning process factors, analysis of quantitative data, and a discussion of implementation problems. The learning process factors considered include group work, worksheets, and instructors. (DDR)

ED 408 180 SE 060 269

Millar, Susan B.; And Others
A Community Approach to Learning Calculus: Fostering Success for Underrepresented Ethnic Minorities in an Emerging Scholars Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Educational Trends; Employment Statistics; Higher Education; Musicians; *Occupational Surveys; Photography; Population Trends; *Trend Analysis
IDENTIFIERS- *Earning Potential

This report examines the characteristics of the artist population in 1990 and compares them to the 1980 and 1970 census results. Artist occupations selected for study include: actors and directors; announcers; architects; authors; dancers; designers; musicians and composers; painters, sculptors, craft-artists, and artist printmakers; photographers; teachers of art, drama and music in higher education; and artists, performers, and related workers not classified elsewhere. The study examines: (1) "Growth in the Artist Work Force"; (2) "Geographic Trends"; (3) "Demographic Trends"; (4) "Trends Among Women and Minority Artists"; (5) "Age Trends"; (6) "Education Trends"; (7) "Full Time Work Last Year"; (8) "Earnings Trends"; and (9) "Occupation Profiles." Findings indicate that very significant changes have occurred over the target time period. Artists have become more geographically diverse over the two decades. Growth among artist occupations has substantially outdistanced that for the labor force as a whole and for all professional occupations, of which artists account for about one-tenth. Incomes for artists, however, lag significantly behind those for other professionals of equal education and training. The report includes extensive tables and graphs of statistical information. (MM)

ED 408 203 SO 027 133

Kwong, Julia
Cultural Revolution in China's Schools, May 1966-April 1969.
PUB DATE- 88
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; *Chinese Culture; *Cultural Influences; Culture; *Culture Conflict; Dissent; Elementary Secondary Education; Foreign Countries; Higher Education; Modern History; Non Western Civilization; *Revolution; Social Action; Social Change; Social Influences; World History
IDENTIFIERS- *China; Cultural Revolution

This book explores the early years of the Cultural Revolution in China's schools, from the mobilization stage through the development of factionalism and the takeover of education by workers and peasants. An analysis of the relations between educational organizations and the larger society that made these developments possible is explored. Factionalism and a lack of concrete goals are targeted as key factors that undermined the students' movement, which had originally aimed at drawing Chinese society closer to socialist ideas. The book supports the arguments that revolutions occur when established institutions of social control are dismantled and no conventional and peaceful means to settle disputes exists. The path of revolution and its eventual failure is traced, illustrating the fragmentation of the revolutionary movement and the creation of a power vacuum. (EH)

ED 408 204 SO 027 158

Burstyn, Joan N., Ed.
Educating Tomorrow's Valuable Citizen.
PUB DATE- 96

Walker, Tim
War in Yugoslavia: The Return of Nationalism and Teacher's Guide.
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communism; Diplomatic History; Foreign Countries; *Foreign Policy; Futures (Of Society); *International Relations; Marxism; Modern History; *Nationalism; Political Science; Secondary Education; Social Studies; *War; *World History
IDENTIFIERS- Bosnian War; *Yugoslavia

This student booklet and teacher's guide analyze the roots of the conflict resulting in the Yugoslav War in 1991 and examine the impact nationalism is having on European stability. The first section of the student booklet defines nationalism and traces its prominent role in inciting World War I and World War II. The second section describes how Yugoslavia was driven into civil war and surveys the devastation the war has brought to its people. The third section details the West's unsuccessful attempts at brokering a peace agreement and examines the debate over U.S. military intervention in the conflict. The last section highlights other parts of eastern Europe that are falling victim to renewed nationalism and asks what the global community can do in the future to contain this powerful and often destructive force. Chapter titles include: (1) "Nationalism Rising"; (2) "Nationalism: Ghosts from the Past"; (3) "Yugoslavia: 'Self-Determination Gone Mad'"; (4) "The World Edges toward Intervention"; and (5) "The Balkanization of Europe." Seven bibliographic references for further reading conclude the text. The teacher's guide contains lesson plans to be used in conjunction with the student booklet, and includes objectives, a list of key terms, a motivator activity, student activities and handouts, and test materials with an answer key. (EH)

ED 408 228 SO 027 323

Walker, Tim
The Breakup of the Soviet Union and How It Will Affect U.S. Foreign Policy and Teacher's Guide.
PUB DATE- 92
NOTE- 51p.; Teacher's guide developed by Tiffany D. Farrell.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communism; Diplomatic History; Foreign Countries; *Foreign Policy; Futures (Of Society); Government Role; *International Relations; Marxism; Modern History; Political Science; Secondary Education; Social Studies; United States History; World History
IDENTIFIERS- Russia; *USSR

This student booklet and teacher's guide examine the causes and the aftermath of the disintegration of the Soviet Union. The first two sections of the student booklet briefly summarize the

The relationship between teacher and supervisor can be compared to that of husband and wife. Both relationships require care, commitment, communication, respect, truthfulness, and trust. Certain characteristics must exist between the supervisor and teacher for the process to be successful and, ultimately, lead to improved instruction. This paper examines 20 such characteristics that are apparent in both the clinical supervision process and marriage. The paper also compares the stages of clinical supervision with the life of a marriage. They are the pre-observation conference, observation stage, analysis and strategy stage, post-observation conference, and post-conference analysis. One overwhelming concept discovered is that trust is the basis for all relationships, and truthfulness is the key to developing trust. Communication is the vehicle for maintaining and developing the relationship. If teachers and supervisors understood their relationship as one typical of a husband and wife, education as the "offspring" of this relationship, would profit beyond expectation. (Contains 12 references.) (Author/LH)

ED 408 247 SP 037 336

Dinham, Steve; Scott, Catherine
Modelling Teacher Satisfaction: Findings from 892 Teaching Staff at 71 Schools.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Foreign Countries; *Job Satisfaction; *Quality of Working Life; Surveys; *Teacher Attitudes; *Teacher Motivation; *Teaching Conditions; Work Environment
IDENTIFIERS- Australia

This survey was undertaken to build upon and validate understanding of teacher satisfaction and dissatisfaction, orientation to teaching, teachers' values, and teacher health. The purpose of this endeavor was also to develop an instrument suitable for identifying and quantifying the sources and relative strength of factors contributing to teacher satisfaction and dissatisfaction. The survey was a machine readable self-report instrument consisting mostly of precoded items with some open-ended questions. A total of 2,336 surveys were distributed to 71 schools in Western Sydney (Australia) with a 38 percent response rate. As predicted from a previous study, teachers are satisfied by matters intrinsic to the role of teaching, such as student achievement, positive relationships with the students, self-growth, and mastery of professional skills. They are dissatisfied with a second set of factors that are extrinsic to the task of teaching and outside the control of teachers and schools (e.g., the rapid pace and nature of educational change, increased expectations being placed on schools, the community's poor opinion of teachers, and lack of support for implementation of change policies). A third band of factors revealed by the study had not been identified by previous research. Falling between intrinsic rewards of teaching and extrinsic sources of teacher dissatisfaction are school-based factors such as school leadership, climate, and decision making, school reputation, and school infrastructure. It is these factors where most elementary, middle, and high school settings, both public and private, and from urban and suburban communities participating. The case story research had five steps: (1) freewrite; (2) writing case stories; (3) telling, listening, and discussing case stories; (4) small group reflection; and (5) whole group reflection and conclusion. Results of the study indicated that the individual and collective quest to make sense of complex realities through case stories was critical to learning. Case stories attest to the strength of participants' personal perspectives, are organic rather than mechanistic, and finally, may serve important purposes integrating personal experience with administrative theory. (Contains 11 references.) (ND)

ED 408 266   SP 037 356

Pigge, Fred L.; Marso, Ronald N.
Development of Attitude toward Teaching Career in a Longitudinal Sample of Teacher Candidates Progressing through Preparation and Five Years of Teaching.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Attitude Change; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; Longitudinal Studies; Preservice Teacher Education; *Teacher Attitudes; *Teacher Characteristics; Teacher Employment; Teaching Experience

The purpose of this longitudinal study was to investigate whether or not selected academic ability indices and personal characteristics of 117 teachers were associated with changes in their attitude toward their teaching as a career measured upon the commencement of training, the end of student teaching, and completion of their fifth year of teaching. Mixed model two-way ANOVA procedures revealed that the attitude toward teaching of the neophyte teachers remained stable and positive during teacher preparation but were less positive near the end of their fifth year of teaching; that ACT scores, Rotter's locus of control, Myers-Briggs Type Indicator preferences, gender, grade level of instruction, when the decision to teach was made, and initial degree of assurance about becoming teachers were associated with attitude toward teaching as a career; and that university and education grade point averages, Comprehensive Test of Basic Skills scores, and student teacher performance ratings were not associated with their attitude toward teaching. Significant time in career development, locus of control, and initial degree of assurance interactions were identified, revealing contrasting changes in attitude development during teacher preparation for candidates more and less certain about teaching and similar contrasting changes during the early years of teaching for candidates with internal and external control orientations. These two interactions indicated that the development of attitude toward teaching does not follow the same pattern for all teacher candidates and suggested a possible explanation for the sometimes apparent contradictions noted in the findings from previous research of teacher attitude development. (Contains 31 references.) (Author/ND)

ED 408 267   SP 037 357

statements, were retained. The resulting LOS survey was administered to 30 different teachers in order to determine the reliability of the instrument. The LOS was subsequently administered to 95 teachers. While the LOS was determined to have robust internal validity and reliability, questions remained about external validity of teachers' self-reports of their approaches to instruction. To assess external validity, 42 teachers were observed during actual classroom instruction. They were categorized as traditional, eclectic, or constructivist based on indicators used during the observations. The LOS was then administered to these same 42 teachers. LOS scores, by teaching category, were compared using Analysis of Variance. Homogeneity of variance across groups was assured (Levene Test). The conclusion was reached that the LOS consistently predicted actual classroom practice and that it can be used as a reliable and valid indicator of teachers' practices during literacy instruction. The LOS is attached. (Contains 48 references.) (Author/ND)

ED 408 287 SP 037 390

McColskey, Wendy; Egelson, Paula
Designing Teacher Evaluation Systems That Support Professional Growth. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; *Formative Evaluation; Public School Teachers; Research and Development; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- Guilford County School District NC; Richland School District 2 SC

This publication is the result of a research and development project that involved the development of formative teacher evaluation plans at three sites: Guilford County Schools, Greensboro (North Carolina); Richland School District 2, Columbia (South Carolina); and Surry County Schools, Dobson (North Carolina). The publication is intended as a resource for school and district teacher evaluation design teams who desire to rethink the teacher evaluation process. Chapter 1 on the purposes of teacher evaluation systems explores the differences between a formative teacher evaluation system (for professional growth) and a summative system (for accountability). Chapter 2 outlines the who, what, and how of formative evaluation. Chapter 3 examines the design steps involved in developing a formative evaluation system and describes some formative evaluation systems currently being piloted in the SouthEastern Regional Vision for Education (SERVE) region. Includes a 12-item annotated bibliography and ordering information. (Contains 25 references.) (ND)

ED 408 288 SP 037 391

Statewide Plan for Professional Development: Progress Report on Year One Fiscal Year 1994 (January 1-June 30, 1994) and Plan for Year Two Fiscal Year 1995 (July 1, 1994-June 30, 1995).
PUB DATE- Jun 94
NOTE- 25p.

computerized adaptive testing, require that item parameter estimates be placed onto a common metric. In this study, two methods for developing a common metric for the graded response model under item response theory were compared: (1) linking separate calibration runs using equating coefficients from the characteristic curve method; and (2) concurrent calibration using the combined data of the base and target groups. Concurrent calibration yielded consistently albeit only slightly smaller root mean square differences for both item discrimination and location parameters. Similar results were observed for Euclidean distances between estimates and parameters. (Contains 2 figures, 6 tables, and 24 references.) (Author)

ED 408 307 TM 026 516

Ingebo, George S.
Examining Item Response Theory: Consistency of Rasch Calibration in Basic Skills Item Banks.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Difficulty Level; Item Banks; *Item Response Theory; *Measurement Techniques; Probability; *Reliability; *Test Items
IDENTIFIERS- *Calibration; Oregon; Portland Basic Skills Achievement Levels Testing; *Rasch Model

Item response theory (IRT) is based on the assumption that a direct relationship exists between an examinee's total performance on a set of items and the difficulty of each item on the test. The Rasch model represents this relationship mathematically on an equal interval scale. This paper argues that IRT, under the required conditions, provides measurement comparable to that used for experimentation in the natural sciences. IRT is a unification theory in that it brings two variables together in a mathematical relationship, and it is a probabilistic model because the nature of the data allows prediction of probability of success on any calibrated item, given the student's achievement in Rasch units. The Rasch item calibrating model is tested through demonstrations of experimental methods and results. The most important use of the Rasch model is to produce an extended equal interval scale on which basic skills items are calibrated for an entire elementary school continuum. The main reason for creating a Rasch calibrated item bank is to make possible the construction of different levels of tests, all yielding comparable results on the same scale. Studies of the Portland (Oregon) Levels Tests supported three hypotheses about Rasch model calibration: (1) that item bank calibrations do, with a few exceptions, remain stable across grade level groups performing on the same items; (2) that item calibrations remain consistent from year to year and from grade to grade given appropriate testing and calibrating procedures; and (3) that for the same items, Rasch-calibrated by the fixed parameter model, administered to different groups of students, all calibrations for each item will be the same. These results support the use of Rasch model calibration when proper precautions are taken. (Contains eight figures.) (SLD)

ED 408 308 TM 026 521

Vidal, Sherry

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Item Response Theory; Measurement Techniques; *Portfolio Assessment; Portfolios (Background Materials); Probability; *Rating Scales; Teachers; *Time
IDENTIFIERS- Additive Models; Anchoring Devices; Calibration; FACETS Computer Program; Linear Models

When measures are taken on the same individual over time, it is difficult to determine whether observed differences are the result of changes in the person or changes in other facets of the measurement situation (e.g. interpretation of items or use of rating scale). This paper describes a method for disentangling changes in persons from changes in Likert-type questionnaire items and rating scales. The procedure relies on anchoring strategies in Rasch measurement to create a common frame of reference for interpreting measures that are taken at different times. The Rasch Rating Scale Model is an additive linear model that describes the probability that a specific person will respond to a specific Likert-type item with a specific rating scale step. How to perform the procedure is illustrated using data from 168 teachers responding to a questionnaire about barriers to the implementation of a portfolio assessment. The five steps used to measure change over time are summarized as: (1) evaluate scale and item invariance; (2) correct the scale calibrations; (3) benchmark the time-1 estimates; (4) correct the time-2 person measures; and (5) correct the time-2 item calibrations. Applications of the procedure reveal two changes in teachers that were not apparent when the correction was not applied to the analyses. Five appendixes present the FACETS command files for each step. (Contains 2 figures, 5 tables, and 15 references.) (SLD)

ED 408 326 TM 026 579

Chiu, Chris W. T.; Wolfe, Edward W.
Generalizability Theory: A New Approach To Analyze Non-Crossed Performance Assessment Data.
SPONS. AGENCY- American Coll. Testing Program, Iowa City, Iowa.
PUB DATE- Mar 97
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Data Analysis; *Essay Tests; *Generalizability Theory; Higher Education; *Performance Based Assessment; Writing Tests
IDENTIFIERS- *Missing Data

Unstable, and potentially invalid, variance component estimates may result from using only a limited portion of available data from operational performance assessments. However, missing observations are common in these settings because of the nature of the assessment design. This paper describes a procedure for overcoming the computational and technological limitations in analyzing data with missing observations by extracting data from a sparsely filled data set into analyzable smaller subsets of data. This parsing is accomplished by creating data sets that exhibit structural designs that are common in generalizability analyses, namely the crossed, mixed, and nested designs. An example of how to perform the procedure is given. Data are from a large-scale college writing assessment in which each of 5,905 examinees responded to 2 essay prompts. Results show that the sparsely filled performance assessment

Mathematical Models; Probability
IDENTIFIERS- *Mixture Density Networks; *Neural Networks

Methodological issues of using a class of neural networks called Mixture Density Networks (MDN) for discriminant analysis are discussed. MDN models have the advantage of having a rigorous probabilistic interpretation, and they have proven to be a viable alternative as a classification procedure in discrete domains. Both classification and interpretive aspects of discriminant analysis are discussed, and the approach is compared to the traditional method of linear discriminants as implemented in standard statistical packages. It is shown that the MDN approach performs well for both aspects. Many of the observations made are not restricted to the particular cases at hand, and are applicable to most applications of discriminant analysis in educational research. (Contains 31 references.) (Author/SLD)

ED 408 345 TM 026 627

Tirri, Henry; And Others
Bayesian Finite Mixtures for Nonlinear Modeling of Educational Data.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; Case Studies; Computer Software; *Educational Research; Ethical Instruction; Foreign Countries; Probability; Teacher Attitudes
IDENTIFIERS- Exploratory Data Analysis; *Finite Mixture Methods; *Nonlinear Models

A Bayesian approach for finding latent classes in data is discussed. The approach uses finite mixture models to describe the underlying structure in the data and demonstrate that the possibility of using full joint probability models raises interesting new prospects for exploratory data analysis. The concepts and methods discussed are illustrated with a case study using a dataset from a recent educational study on how teachers evaluate teaching concerning ethical awareness. The Bayesian classification approach has been implemented for the personal computer under the Linux operating system. It presents an appealing addition to the standard toolbox for exploratory data analysis of educational data. (Contains 4 figures and 21 references.) (Author/SLD)

ED 408 346 TM 026 630

Rothenberg, Julia Johnson; And Others
Changes in Pedagogy: A Qualitative Result of Teaching Heterogeneous Classes.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Educational Change; *Heterogeneous Grouping; *High School Students; High Schools;

1993, 1995, and 1996. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Data Analysis; *Data Collection; *Early Childhood Education; *Elementary Secondary Education; *Family (Sociological Unit); National Surveys; Parent Participation; *Research Methodology; School Readiness; School Safety; Telephone Surveys
IDENTIFIERS- National Center for Education Statistics; *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics, which has as its mission the collection and publication of data on the condition of education in the United States. The NHES is specifically designed to provide information on educational issues that are best addressed by contacting households rather than educational institutions. The NHES, which was conducted in 1991, 1993, 1995, and 1996, is a telephone survey of the noninstitutionalized civilian population of the United States. From 45,000 to 64,000 households are screened for each administration and those who meet predetermined criteria are sampled for more detailed or extended interviews. This report presents an overview of the NHES survey program from 1991 to 1996, addressing specific aspects such as survey topics, sample design, and data collection. It discusses how the NHES has evolved over time, but is not intended to provide detailed information about each NHES cycle. The following components were surveyed in these years: (1) 1991--early childhood education and adult education; (2) 1993--school readiness, school safety and discipline--parent and youth interviews; (3) 1995--early childhood program participation and adult education; and (4) 1996--household and library screening and parent/family involvement in education and civic involvement--parent interview. (Contains three tables.) (SLD)

ED 408 365 TM 027 389

McLaughlin, Donald H.; And Others
NELS:88 Survey Item Evaluation Report. Technical/Methodology Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 97
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Elementary School Students; Followup Studies; Grade 8; Longitudinal Studies; National Surveys; *Reliability; *Research Methodology; Responses; *Sampling; Secondary Education; *Student Characteristics; Tables (Data); Validity
IDENTIFIERS- Communality; *National Education Longitudinal Study 1988

The National Education Longitudinal Study of 1988 (NELS:88) is the third major study in the National Center for Education

Americans through the study of current educational conditions. The study includes an analysis of the current state of Hispanic American educational attainment and points out the serious work that must be done to promote high quality education for Hispanics. Educational attainment for most Hispanic Americans is in a state of crisis. Most agencies lack adequate planning or accountability procedures to gauge the participation of Hispanic Americans, but it is apparent that the disparity in overall achievement between Hispanic Americans and other Americans is large and not lessening appreciably. Specific factors contribute to this educational disparity. Inadequate school funding persists at local, state, and national levels, and bilingualism is treated as a liability rather than as a rich cultural and economic resource. Many Latino students are segregated into inferior schools. Their lack of representation makes it difficult to address educational inequality, and the changing judicial and legislative climate on issues related to race and ethnicity, including affirmative action and immigration policies, place at risk the progress made during the past 30 years. Recommendations to improve education for Hispanics center on better allocation of resources, the end to segregation in the schools, and multicultural and bilingual educational approaches. Seven appendixes present supplemental information, including the Executive Order that led to the study. (Contains seven figures.) (SLD)

ED 408 383 UD 031 736

Gambone, Michelle Alberti; Arbreton, Amy J. A.
Safe Havens: The Contributions of Youth Organizations to Healthy Adolescent Development.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.; Ford Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- Apr 97
NOTE- 102p.; Funding also received from the Charles Hayden Foundation and Pinkerton Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Child Development; Delivery Systems; *Disadvantaged Youth; *Health; Measurement Techniques; *Organizations (Groups); *Program Effectiveness; Program Evaluation; Youth Programs
IDENTIFIERS- *Youth Development Model

There is a growing recognition that a healthy transition to adulthood is a result of a complex process that starts as children move into their teen years. This has resulted in a call for funders, policymakers, and youth program operators to adopt a youth development approach by providing the developmental opportunities and experiences that all adolescents need. The basic youth development premise is that if young people are given the tools they need to master the developmental tasks of adolescence, fewer teens will make serious mistakes and unhealthy choices. To support a youth development approach, Public/Private Ventures conceived and planned a study of voluntary sector youth-serving organizations in order to define and develop measures to measure the effectiveness of organizations with regard to youth development experiences and to study the extent to which this type of approach is successful in achieving youth development goals. Measurement development work was conducted in five Boys and Girls Clubs, five Young Men's Christian Association sites, and five Girls Incorporated sites. Overall, results of the study

PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; *Educational Change; Educational Environment; Elementary Secondary Education; *School Safety; Sexual Harassment; *Stereotypes; *Teacher Attitudes; Teaching Methods; *Violence
IDENTIFIERS- *Systemic Change

This collection illuminates some of the issues surrounding systemic violence in education, exposing the structures and processes of the schools and examining the effects of these structures on students. Part 1 concerns systemic violence in administrative practice; and Part 2 discusses systemic violence in pedagogical practice. Part 3 of the collection focuses on the effects of systemic violence on teachers; and Part 4 suggests changes to combat systemic violence. The following papers are included: (1) "Administrative Complicity and Systemic Violence in Education" (Ailsa M. Watkinson); (2) "Authority, Pedagogy, and Violence" (Juanita Ross Epp); (3) "Who Knows? Who Cares? Schools and Coordinated Action on Child Abuse" (Rosonna Tite); (4) "Opening Spaces: Examining the Blocks" (Pam Whitty); (5) "Video Games: Playing on a Violent Playground" (Linda Watson-Ellam); (6) "Discourses and Silencing in Classroom Space" (Mutindi Ndunda); (7) "Lethal Labels: Miseducative Discourse about Educative Experiences" (Sandra Monteath and Karyn Cooper) and "The Other Side of Labeling" (Linda Rossler); (8) "The Family Romance and the Student-Centered Classroom" (Lisa Jadwin); (9) "Disrupting the Code of Silence: Investigating Elementary Students Sexually Harassing Their Teachers" (Elizabeth Richards); (10) "Learning from the Learning Place: Case Studies of Harassment in a Post-Secondary Institution" (Catharine E. Warren); (11) "Systemic Violence: Linking Women's Stories, Education, and Abuse" (Laura Ho, Kathie Webb, and Anne Hughson); (12) "Personal Reconstruction: When Systemic Violence Stops" (Myrna Yuzicapi); and (13) "Addressing Systemic Violence in Education" (Ailsa M. Watkinson and Juanita Ross Epp). Each chapter contains references. (Contains five tables.) (SLD)

ED 408 402 UD 031 756

Cummings, William K., Ed.; Altbach, Philip G., Ed.
The Challenge of Eastern Asian Education. Implications for America. SUNY Series, Frontiers in Education.
PUB DATE- 97
NOTE- 337p.; Based on an issue of "Educational Policy," June 1995.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cultural Awareness; *Cultural Differences; Developed Nations; Developing Nations; *Educational Change; Educational Policy; *Elementary Secondary Education; Foreign Countries; *Multicultural Education; Private Schools; *Social Influences; *Teaching Methods; Urban Schools
IDENTIFIERS- *Asia (East)

Contributions to this book were prepared by specialists on Asian education. They explore curricular and classroom processes for basic education, new developments in secondary education, innovations in private education, linkages of education and society, and systemic issues in Asian education, considered for their implications for education in the United States. The following are included: (1) "The Roots of Japanese Educational Achievement: Helping Children Develop Bonds to School" (Catherine C. Lewis); (2) "The East Asian Version of Whole-

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Behavior Patterns; *Business Education; Community Colleges; *Course Content; *Cross Cultural Training; Cultural Influences; Curriculum Guides; Economics Education; Foreign Countries; Introductory Courses; Learning Modules; Two Year Colleges
IDENTIFIERS- *Asia

This curriculum outline introduces the components of a set of introductory business and business organization and management courses which aim to broaden students' awareness of the impact of Asian culture on business behavior. The first part of the outline explains the rationale for integrating Asian culture into the course, presents the general goals of the course, and lists specific student objectives. Following an introduction highlighting the impact of Japan and China on American business and China's economic growth, the outline then provides a definition of culture, cites specific examples of situations where cultural differences exist, describes four areas in which national cultures differ, explains the impact of Confucianism in Asian culture, and compares high context cultures (which rely on situational cues for meaning when communicating with another person) with low context cultures (which rely on the written and spoken word for shared meaning). Next, the outline presents hints and tips for working and doing business with Asians, followed by specific business practices in Japan and China. Finally, the influences of cultural context on such business applications as decision making, motivation and pay systems, leadership, conflict management, and human resources are explored. The bulk of the outline contains class handouts, exercises, assignments, and presentation material. (TGI)

ED 407 960 JC 970 287

Wasson, George
An Introduction to Modern Asian Economics. Asian Studies Instructional Module.
PUB DATE- 97
NOTE- 22p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Community Colleges; *Course Content; Curriculum Guides; Economic Impact; Economics; *Economics Education; Foreign Countries; *International Trade; Introductory Courses; Learning Modules; Two Year Colleges
IDENTIFIERS- *Asia

This curriculum outline presents the components of a course which introduces students to the modern economies of Asia and their relationship and interdependence with the United States economy. First, the goals and student objectives of the course are listed. Next, the course outline and assignments are presented, emphasizing the following basic concepts: constructing and analyzing a production possibilities curve; understanding the gross domestic product (GDP), which is the primary measurement of production in an economy; and the role of trade in economic development. The method for evaluating students is then described, followed by a list of discussion questions under the same three concepts of production possibilities curves, GDP, and trade. Next, activities and strategies for presenting material are cited, suggesting that the instructor utilize statistics on Asian economies taken from the United States Department of Commerce and use Asian

Colleges; Compensation (Remuneration); *Faculty Workload; *Full Time Equivalency; Full Time Faculty; Institutional Characteristics; Part Time Faculty; *Personnel Data; *Salaries; School Personnel; *Staff Utilization; State Surveys; Teacher Salaries; Two Year Colleges

IDENTIFIERS- California Community Colleges

Fifteenth in a series of annual reports, this document presents fall 1995 demographic, staffing, salary, and workload information on California community college employees, based on data collected from all 71 college districts. Section I presents district- and college-level data on the number of employees by primary occupational activity, full-time equivalent (FTE) employees by occupational activity, numbers of employees and FTE employees by category, percent distribution and total number of weekly faculty contact hours taught, and numbers of full-time faculty and salaries paid from 1992-93 to 1995-96. Sections II through VIII then summarize data for each of the seven major categories of employees: full-time faculty; temporary and part-time faculty; professional employees, including faculty who spend more than 15 hours per week as counselors, librarians, or nurses; certificated administrators; classified administrators; classified non-administrative employees; and casual employees. For each group, tables provide data on percentage distributions by age, gender, and ethnicity; numbers and percent distribution by employment classification, employment status, and duration of employment contract/agreement; and annual salary per schedule plus stipends; while faculty tables also provide data on weekly faculty contact hours, weekly faculty contact hours of overload instruction, and hourly compensation rate for overload instruction. (HAA)

ED 407 979 JC 970 319

Economic Development Network (ED Net): 1995-96 Report to the Governor and the Legislature.

PUB DATE- Apr 97

NOTE- 112p.; For the 1994-95 report on ED Net, see JC 970 314.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Economic Development; Labor Force Development; *Networks; *Outcomes of Education; *Resource Centers; *School Business Relationship; *Technical Assistance; Trade and Industrial Education; Two Year Colleges; Use Studies; Vocational Education

IDENTIFIERS- *California Community Colleges; Small Business Centers

The Economic Development Network (ED Net) of the California Community Colleges was designed to advance the state's economic growth and competitiveness by coordinating and facilitating workforce improvement, technology deployment, and business development initiatives. This report reviews outcomes for ED Net for 1995-96 based on reports prepared by funded projects. First, ED Net is described and information is provided on program goals, methods through which employers can access ED Net services, barriers to access, programs developed in response to the closure of 22 military bases in California, and resources available through the Locally-Based Statewide Economic Development Coordination Network and InfoNet/ED Net telecommunications partnership. Status reports of 1995-96 accomplishments, including information on the purpose, clients served, and sample activities, are then presented for the

DESCRIPTORS- *Academic Persistence; *Access to Education; Admission (School); College Outcomes Assessment; College Transfer Students; Community Colleges; *Continuing Education; Faculty; *Graduation; Improvement; Lifelong Learning; *Outcomes of Education; Participant Satisfaction; Placement; *Self Evaluation (Groups); Skills; Success; Two Year College Students; Two Year Colleges
IDENTIFIERS- Rancho Santiago Community College District CA
This document presents data tables and graphs on the performance levels at Rancho Santiago Community College District (RSCCD) for each of its 12 success measures. The 12 measures included are: access to students, persistence, basic skills completion, graduation, transfer, student satisfaction, matriculation of continuing education students to college credit coursework, job upgrading and lifelong learning, job placement, faculty and staff, financial indicators, and each department's own unique goal. Highlights include the following: (1) 25,184 students were enrolled in college credit coursework, and 16,231 students were enrolled in continuing education programs in fall 1996; (2) in fall 1996, 297 students successfully completed basic skills courses in English, 280 completed math, and 252 completed reading; (3) RSCCD awarded 1,408 associate degrees in the 1995-96 school year; (4) transfer rates to California State Universities and Universities of California increased from 366 in 1993 to 493 to 1995; (5) matriculation of continuing education students to college credit coursework shrank from 687 in fall 1995 to 453 to spring 1996; (6) 94% of former occupational education students said their Rancho Santiago College courses helped them to obtain a license/certificate and 95% said it helped them improve at their current job; and (7) from July, 1994 to January, 1997, 64% of newly hired faculty were white, 24% were Latino, 6% were African-American, and 11% were Asian. (HAA)

ED 407 998 JC 970 343

Slark, Julie; And Others
The Case for Title III.
PUB DATE- Jun 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Educational Finance; *Federal Legislation; Financial Support; *Grants; Higher Education; *Minority Groups; *Nontraditional Students; Two Year Colleges
IDENTIFIERS- *Higher Education Act Title III
One small but relatively vital program of the Higher Education Reauthorization Act, Title III (Strengthening Institutions), is generating extensive discussion. Title III is a federal grant program that was authorized in 1965 to strengthen colleges and universities that serve non-traditional students. To be eligible, colleges must demonstrate the need for funds, serve an underrepresented student population, and apply in a rigorous and competitive application process. Title III funds have been most effective in creating organizational change within institutions of higher education with relatively few dollars. Its structure and the current application process result in significant, long-term institutional effects which have, in turn, successfully responded to the transitioning learning needs of students, the community, the nation, and the economy. The cost-effectiveness of Title III can be seen in statistics about minorities and the cost per student for the 43 current

formal education, the economy, and in New Zealand society. The development of guidelines for a national curriculum to improve the quality of early childhood education was part of this process of reform, although the early childhood curriculum guidelines are not actually part of the national school curriculum framework. Four key principles were identified as integral to early childhood education: empowering children, holistic development, relationship with family and community, and responsive, reciprocal relationships with people, places, and things. Five development aims were identified as fundamental to children: well-being, belonging, contributing, communicating, and exploring. The developers of Te Whariki had the difficult task of ensuring a degree of consistency with the school curriculum without jeopardizing the integrity of an early childhood curriculum. This raised issues about the place of learning objectives and assessment and evaluation in early childhood education. (Contains 14 references.) (SD)

ED 408 016　　　　PS 024 773

Broomhall, Edward; Gardner, Jenny
Technology in the First Years of School--A Plea for a Child Centred Approach. Paper 54.
PUB DATE- Jan 96
NOTE- 8p.; Paper presented at the Australia and New Zealand Conference on the First Years of School (6th, Tasmania, Australia, January 9-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Appropriate Technology; Creativity; Curriculum Development; Developmental Stages; Foreign Countries; Learning Readiness; Outcomes of Education; *Primary Education; Student Centered Curriculum; *Technology Education
IDENTIFIERS- Australia; Developmentally Appropriate Programs; Zone of Proximal Development

This paper focuses on the implications of the Level 1 Technology curriculum for children in Australia. In theory, the outcomes in the curriculum profile could provide useful learning experiences. However, undue emphasis is placed on the designing, making, and appraising components, which have the potential to push young children beyond their state of readiness to learn into a state of perceived inadequacy. The activity of making a sun hat is used as an example that incorporates inappropriate materials for the task and lacks differentiation between the children's stages of development. Teachers should first establish children's developmental level in order to design appropriate learning activities and place learning within the zone of proximal development. There are several phases in the creative process: (1) exploration of the medium, involving introductions to the materials to be used; (2) developing and refining concepts and techniques through making a completed object; (3) developing autonomy in which children identify their own challenges and work through the process using the skills and knowledge about the medium and equipment they gained earlier. As one of the eight key learning areas of the National Curriculum, Technology has the potential to help children develop if it is used correctly. (Contains 5 references.) (KDFB)

ED 408 017　　　　PS 024 895

development of children's social competence than do other parenting styles. Five references are cited. (EAJ)

ED 408 034 PS 025 401

South Carolina Kids Count Report, 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Dec 96
NOTE- 865p.
LANGUAGE- English
EDRS Price- MF06/PC35 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Child Abuse; *Child Health; Child Neglect; *Children; Counties; Delinquency; Demography; Drinking; Dropout Rate; Drug Use; Family Characteristics; Mortality Rate; Poverty; Pregnant Students; Prenatal Care; School Readiness; Smoking; *Social Indicators; Special Education; State Surveys; Statistical Surveys; *Well Being
IDENTIFIERS- *Indicators; *South Carolina

This KIDS COUNT report examines trends in the status of South Carolina children on a state-wide and county basis. The statistical portrait is based on 32 indicators of well-being, grouped into 6 categories: (1) family (family characteristics, child neglect/abuse); (2) economic status (poverty, mean family income); (3) health (prenatal care, immunization, cigarette smoking); (4) readiness and early school performance (grades 1-3); (5) school achievement (including special education and dropout rate); and (6) adolescent risk behavior (pregnancy, alcohol and drug use). Data are analyzed in detail and summarized in tabular form at the end of each state/county report; tables summarize data for the most recently available year and trends over the last three comparable periods. The report finds that too many children in the state are at risk of not growing up to be self-supporting adults, with 25.1 percent of them in single-parent families, 21.0 percent in poverty, 27.3 percent dropping out of school, and 37.4 percent of high school students using alcohol and 20.7 percent using drugs each month. (EAJ)

ED 408 035 PS 025 406

Whitebook, Marcy; And Others
California Child Care and Development Compensation Study: Towards Promising Policy and Practice. Final Report.
PUB DATE- 27 Nov 96
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Child Care Occupations; *Child Caregivers; Child Development Specialists; *Compensation (Remuneration); Early Childhood Education; Educational Finance; *Policy Analysis; Policy Formation; Program Effectiveness; Quality of Working Life; Salaries
IDENTIFIERS- *California

There is evidence that increasing the compensation of child care workers improves the quality of child care. This study was funded by the Child Development Division of the California Department of Education to identify policy options addressing the improvement of compensation for staff working in child care found in the percent of students enrolled in the free or reduced price school lunch program, rate of children entering out-of-home placement, annual high school dropout rate, and teen violent death rate. Findings indicate that children from minority families face risks that are two to three times higher than those for children in Caucasian families, due to poor economic conditions for minority children. (SD)

ED 408 053 PS 025 453

Jefferys, Marcie
Minnesota's Fiscal Years 1998-1999 Budget: An Opportunity for Children & Their Families.
PUB DATE- Mar 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *Budgeting; *Budgets; *Child Advocacy; Child Health; Child Welfare; *Childhood Needs; Children; Educational Finance; Elementary Secondary Education; Expenditures; Family (Sociological Unit); *Federal State Relationship; Financial Needs; Program Budgeting; Resource Allocation; School Funds; State Action; State Government; *State Programs
IDENTIFIERS- Childrens Defense Fund; *Minnesota

This report presents the Children's Defense Fund's (CDF) recommendations for spending the fiscal year 1998-1999 Minnesota state budget surplus. The intent of the CDF plan is four-fold: (1) emphasizing long-term investments in children's well-being; (2) address children's immediate health and safety concerns; (3) contribute to the continued development of the state's workforce and economic development efforts; and (4) improve the state budget's stability. The report contains: (1) "Federal State Fiscal Overview," which outlines welfare bill changes, federal budget changes, children in poverty, children in working poor families, demographic/productivity issues, and the state budget; and (2) "CDF Biennial Budget Recommendations." The chief components of the recommendations are: (1) remove the caps placed on K-12 spending and provide for other initiatives in education; (2) increase the state's investment in child care; (3) update tax policies relating to children; (4) put increased monies toward reducing the incidence of birth defects and child abuse and neglect, and respond more quickly in cases where abuse has occurred; (5) supplement lost food assistance for poor legal immigrants; (6) increase access to higher education for low-income students and parents; (7) strengthen welfare reform efforts; and (8) maintain budget stability. Two appendices present "CDF Budget Spreadsheet" and "FY96-97 State Budget Pie." (SD)

ED 408 054 PS 025 454

Chambliss, Catherine
Obstacles To Enhancing the Learning Environments of Infants in Day Care: An Evaluation of Problems Perceived by Day Care Providers.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; Child Caregivers; Classroom Environment; *Day Care; Day Care Centers; *Infant

Recipients; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; Project Head Start; Rent; *Rhode Island; Women Infants Children Supplemental Food Program

This KIDS COUNT report examines statewide trends in the well-being of Rhode Island's children. Five chapters address the areas of family and community, economic well-being, child health, safety, and education. The statistical portrait is based on 23 indicators of well-being: (1) children in single parent families; (2) median household income; (3) children in poverty; (4) children receiving public assistance; (5) rent burden; (6) women with delayed prenatal care; (7) low birthweight infants; (8) infant mortality; (9) births to teens; (10) women and children receiving WIC; (11) children receiving school breakfast; (12) children with lead poisoning; (13) children without health insurance; (14) additional children's health issues; (15) child deaths; (16) teen deaths; (17) juveniles referred to family court; (18) child abuse and neglect; (19) child care; (20) children enrolled in Head Start; (21) fourth-grade reading skills; (22) high school graduation rate; and (23) teens not in school and not working. The information on each indicator is organized as follows: definitions, significance, sidebars, city/town tables, core cities data, comparison data, and most recent available data. Findings show two-thirds of poor children are white, yet non-white children are more than three times as likely to be living in poverty. (SD)

ED 408 072 PS 025 474

Bryant, Elizabeth Burke, Ed.; And Others
Rhode Island KIDS COUNT Factbook, 1997.
PUB DATE- 97
NOTE- 165p.; For 1996 Factbook, see PS 025 473. For 1996 issue briefs, see PS 025 475.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Foster Care; Infants; Mortality Rate; One Parent Family; Poverty; Prenatal Care; Preschool Education; *Social Indicators; *State Surveys; Statistical Studies; Tables (Data); Violence; *Well Being
IDENTIFIERS- Arrests; Firearms; *Indicators; Project Head Start; *Rhode Island; Vaccination

This Kids Count report examined statewide trends in the well-being of Rhode Island's children. Five chapters addressed the areas of: family and community; economic well-being; child health; safety; and education. The statistical portrait is based on 26 indicators of well-being: (1) children in single parent families; (2) median household income; (3) cost of rent; (4) children in poverty; (5) children receiving AFDC; (6) children receiving food stamps; (7) children receiving school breakfast; (8) children without health insurance; (9) women and children receiving WIC; (10) women and delayed prenatal care; (11) low birthweight infants; (12) infant mortality; (13) children with lead poisoning; (14) births to teens; (15) alcohol, drug, and cigarette use by teens; (16) additional children's health issues; (17) child deaths; (18) teen deaths; (19) homeless children; (20) juveniles referred to family court; (21) child abuse and neglect; (22) child care; (23) children enrolled in Head Start; (24) fourth-grade reading economic well-being; (2) education; (3) health; (4) adolescent behavior; (5) child welfare; and (6) children's families. Indicator 1 focuses on poverty, neighborhood socioeconomic status, rent, and household income. Indicator 2 focuses on English proficiency, Pupil Evaluation Program (PEP) test scores, dropout rates, retention, and diploma issuance. Indicator 3 focuses on low birth weight babies, infant mortality, students with disabilities, injuries, causes of child death, and alcohol and drug use. Indicator 4 focuses on adolescent pregnancy, adolescent births, violent crimes, and adolescents not in school and not working. Indictor 5 focuses on out-of-home care, child abuse, and child neglect. Indicator 6 includes presence of parents, births to unmarried women, disrupted marriages, single-parent families, and child care. The report shows that one in four children lives in distressed neighborhoods; children at the bottom of the income distribution were poorer in 1989 than they were in 1979; dropout rates are substantially lower than they were a decade ago; the adolescent pregnancy rate has increased over the last decade; and arrest rates for violent crimes are twice as high as the national rates. Contains 42 references. (SD)

ED 408 090 PS 025 500

KIDS COUNT Data Book 1997: State Profiles of Child Well-Being.
PUB DATE- 97
NOTE- 357p.; For 1996 Data Book, see ED 396 854.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; *Children; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Economically Disadvantaged; Elementary Secondary Education; Infants; Mortality Rate; One Parent Family; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Violence; *Well Being
IDENTIFIERS- Arrests; *Indicators; *United States; Working Poor

This 1997 KIDS COUNT data book provides a national and state-by-state (including the District of Columbia) compilation of benchmarks of the educational, social, economic, and physical well-being of children in the United States. Ten indicators of children's well-being are taken from government sources: (1) percent of low birth-weight babies; (2) infant mortality rate; (3) child death rate; (4) rate of teen deaths by accident, homicide, and suicide; (5) teen birth rate; (6) juvenile violent crime arrest rate; (7) percent of teens who are high school dropouts; (8) percent of teens not attending school and not working; (9) percent of children in poverty; and (10) percent of families with children headed by a single parent. An overview discusses improving education for children in poor neighborhoods. A summary and findings section presents overall trends for each indicator. The bulk of the book consists of graphic and numerical presentations of the indicators nationwide and by state. For each state, information is presented on demographic changes, health and economic characteristics, and education indicators. Appendices delineate standard scores and national rankings, states in rank order by indicator, multi-year trend data for Kids Count Indicators, multi-year national composite ranks, and states in rank order by education indicator. The document ends with definitions of the Kids Count Indicators, the rationale for their selection, and primary contacts for State Kids Count Projects. (SD) relationship between low peer status and later anxiety-withdrawal, low school competence, and loneliness. The mediating relationship was not found for aggressive and disruptive behaviors; in other words, self-perception was a mediator in internalizing, but not externalizing, problems. (EV)

ED 408 107 PS 025 556

Rimmer, Sue; Arico, Jim
Middle Level Activities To Involve the Invisible Student.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperation; Cultural Activities; Cultural Pluralism; Cultural Relevance; *Extracurricular Activities; *Group Activities; Group Unity; *Inclusive Schools; Intermediate Grades; Junior High Schools; *Middle Schools; Multicultural Education; Student Government; Student Interests; Student Motivation; *Student Participation; Student Responsibility; Student Role; Student School Relationship; Teamwork
IDENTIFIERS- Cultural Contributions; *Cultural Integration; Cultural Sensitivity; *Involvement in Learning; Middle School Students

Involvement in student activities has many advantages for the middle level student. Such activities promote achievement, citizenship, and service to the community while developing self-esteem, self-confidence, and social cooperation. This book is intended as a tool for middle level schools to motivate, develop, guide, involve, and provide middle level students with the opportunity to participate in and enjoy school life. Methods to accomplish this goal through leadership training, building multicultural programs, addressing special needs, and implementing student activities are provided. The goal is to serve all students and foster inclusion for those students of diverse social, economic, and cultural backgrounds. Chapter 1, "Involving the Uninvolved," provides information on developing self-esteem. Chapter 2, "Gaining Support for Middle Level Student Activities," provides information on the importance of student activities and gaining support from faculty and staff. Chapter 3, "Middle Level Student Council Philosophy and Organization," provides guidelines for an inclusive and effective student council. Chapter 4, "Middle Level Student Activities Designed for Inclusion," describes a monthly theme program with suggested activities. Chapter 5, "Building Teamwork and Understanding between Cultures," provides suggestions for developing an appreciation and understanding of the many cultures represented in a school. Chapter 6, "Community Service Projects," provides activity suggestions to help develop students' sense of community and morals. Chapter 7, "Activities To Foster Cooperation," provides suggestions for activities to develop cooperation skills. Contains 13 references. (SD)

ED 408 108 PS 025 564

Steinberg, Laurence; Levine, Ann
You and Your Adolescent: A Parent's Guide for Ages 10-20. Revised Edition.
PUB DATE- 97

excerpts form the basis of discussion about adult learning experiences in Mexico, decisions and preparations to migrate, the role of social networks and informal learning in the actual move north, formal education (language and citizenship classes) and informal socially based learning in California, and the formation of identities and lives with multiple dimensions and roots in two countries. The findings suggest that linear models of immigration and acculturation must be replaced with more complex analyses of transnational social relations and their role in adults' lives and learning processes. Contains 36 references. (Author/SV)

ED 408 124 RC 021 029

Office of Indian Education Programs, Bureau of Indian Affairs: 1997 Fingertip Facts.
PUB DATE- 97
NOTE- 42p.; For 1994 "Fingertip Facts," see ED 370 744.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *American Indian Education; *Educational Administration; Elementary Secondary Education; Federal Indian Relationship; Federal Programs; Higher Education; Program Descriptions; *Public Agencies; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs; Bureau of Indian Affairs Schools; *Office of Indian Education Programs

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Office of Indian Education Programs (OIEP). OIEP is located within the Bureau of Indian Affairs (BIA) and is responsible for line direction and management of all BIA education functions. The booklet opens with a brief description of OIEP functions, legislative background, mission statement, long-range goals and benchmarks, and a list of Goals 2000 panel members. Statistics show that in 1997, the BIA served over 49,000 K-12 students in 187 schools on 63 reservations in 23 states; 105 of these schools were tribally operated. The BIA also funded 24 tribally controlled colleges and operated two postsecondary institutions. The 24 education line officers are listed with their agency/area offices and schools served. In addition to the regular K-12 curriculum, the Division of Education administers school reform pilot teams, bilingual programs, Safe and Drug Free Schools Program, gifted and talented, Title I, and homeless assistance. Title IX grant programs are administered by the Department of Education. Participating schools and the number of students served by each program are given. Similar information, plus a contact person, is given for special education, Family and Child Education, School to Work, and Johnson O'Malley programs. Grant programs are described, and 30 tribally controlled colleges are listed. The responsibilities and accomplishments of the Division of Planning, Oversight and Evaluation and the Branch of Research and Policy Analysis are described. Participants in recognition programs are listed, and descriptions and contacts are given for staff development programs. Concluding sections present other activities, memoranda of agreement, and telephone numbers for more information. (TD)

ED 408 125 RC 021 030

Keizer, Garret

Missionaries

This book overviews the colonial history of the Torres Strait Islanders and the role of the London Missionary Society (LMS) and the government of Queensland (Australia) in their education from 1873 until 1941. Section 1 examines the educational implications of European contact and argues that although schooling was an important feature of LMS and Queensland government contact, educational policies, practices, and outcomes were more influenced by the local context and island customs. Section 2 focuses on missionary and government educational policies and their implementation. Despite the colonial intent of the LMS and Queensland and differences in their educational ideologies, policies, and school practices, local patterns of schooling emerged under both regimes. Of particular significance were the islands' remote and scattered geography, privations of life, roles of local officials, curriculum adaptations, and relatively unsupervised teachers with their own teaching styles and forms of school organization. Section 3 explores reasons for the strong influence of the local context in the development of schooling. Issues raised include curriculum patterns, the roles of White and indigenous teachers, and the training of islanders for teaching. The role of Queensland educational officials, White teachers who exceeded requirements, Islander teachers who used bilingual and bicultural teaching styles, and forms of Islander teacher training frustrated the achievement of colonial educational aims. Yet, in the circumstances of LMS and Queensland control of the Islands, there was never sufficient scope for total independence at the school level. Section 4 explores the resistance of Islander communities to schooling and how they evaluated schooling in terms of Island customs and their expectations to learn "proper English," to know about White people and their customs, and to use that knowledge to manage the forces of change. Includes photographs, maps, a bibliography, and an index. (LP)

ED 408 141   RC 021 060

Rowley, Thomas D., Ed.; And Others
Rural Development Research: A Foundation for Policy. Contributions in Economics and Economic History, Number 170.
PUB DATE- 96
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Characteristics; Community Development; Community Resources; Economic Development; *Entrepreneurship; Human Capital; *Policy Analysis; Public Policy; Research Methodology; Rural Areas; *Rural Development; *Rural Economics; *Rural Education; School Community Relationship; *Social Science Research
IDENTIFIERS- Education Economy Relationship; *Infrastructure; Social Capital

This book addresses the need for research information that can be used as a foundation for rural development policy. Part I deals with the four components of rural development: education (human capital), entrepreneurship, physical infrastructure, and social infrastructure. Part II examines analytic methods of measuring rural development efforts, including an econometric model to measure the effects of investment in rural education, a computable general equilibrium model applied to entrepreneurship promotion, input-output analysis of a

Science Education (San Francisco, CA, December 27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Group Activities; Illustrations; *Instructional Materials; *Interdisciplinary Approach; Learning Strategies; *Literature Appreciation; Relevance (Education); Science Instruction; *Scientific Concepts; Teaching Methods

Because of the limitations of traditional text-based instruction, it has been recommended that teachers use additional resources to enliven their instruction and make it relevant to students' lives. Literature can serve as a segue into the sometimes difficult and scary world of science. Reasons for integration are explained and supported by research in the areas of science and literacy. The strategies used in reading and writing successfully--which include organizing ideas, using prior knowledge, predicting, and making connections--should also be applied in the science content area. Thus literature becomes a natural tool for teaching scientific concepts to all students, regardless of age or academic level. This paper also describes how children's literature was incorporated into a middle-level summer science program. The activity described used the alphabet book "Animalia" by G. Base, an oversized book with extremely detailed illustrations and few words. Hundreds of objects identify each alphabet letter, and an observant person can spend hours locating and classifying these objects. The activity objectives were to give participants practice in observing, organizing, and recording data, and to create awareness of ways in which literature can be used in teaching science concepts. Contains 16 references and a 21-item bibliography of suggested literature for science integration. (PVD)

ED 408 160 SE 060 194

Bolte, Linda A.
Assessing Mathematical Knowledge with Concept Maps and Interpretive Essays.
PUB DATE- 24 Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Concept Mapping; Elementary Secondary Education; Knowledge Level; *Knowledge Representation; Learning Strategies; *Mathematical Concepts; Mathematics Curriculum; Mathematics Instruction; Preservice Teacher Education; Problem Solving; Student Evaluation; *Writing Across the Curriculum

This study explores the combined use of concept maps and interpretive essays as a method of assessment in three mathematics courses. The primary objectives were to describe and document: (1) the use of concept maps and written essays to assess the connectedness of students' knowledge; (2) the correlation between students' scores on the concept maps and written essays, course exams, and final grades; and (3) the degree to which learning was enhanced through the use of concept maps and written essays. The subjects included prospective elementary teachers (N=23), calculus students

DESCRIPTORS- Academic Education; Black Students; Calculus; Educational Change; Educational Strategies; Higher Education; *Honors Curriculum; Mathematics Instruction; *Minority Groups; Program Evaluation; *School Community Relationship
IDENTIFIERS- Wisconsin

The failure to successfully complete gateway calculus courses often prevents ethnic minority students from pursuing science and engineering majors. Research suggests that this failure to succeed is caused more by social factors than by attributes related to ability. This article presents the findings of an evaluation study done of the Wisconsin Emerging Scholars Program, a non-remedial, multicultural workshop approach to learning calculus. Through its emphasis on community and collaboration, it is more culturally relevant and designed to foster substantial participation from underrepresented ethnic minority groups. The Wisconsin Emerging Scholars Program also helps to alleviate the problems of isolation and lack of support that can occur at universities. When the program is implemented optimally, a community of confident calculus learners who outperform traditional students academically emerged. Contains 24 references. (DDR)

ED 408 181 SE 060 271

Moon, Jean
Developing Judgment: Assessing Children's Work in Mathematics.
PUB DATE- 97
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Mathematics Achievement; Mathematics Activities; *Mathematics Education
IDENTIFIERS- *Alternative Assessment

This book derives from a series of sessions in which a study group of elementary teachers and their principals discussed children's mathematical work in relation to alternative assessment. The purposes of this book to describe the next tier of work for teachers in alternative assessment and how that work can be applied to elementary mathematics: to share the findings of a project study group engaged in this next tier of assessment, to give readers the opportunity to build their expertise in judging student work, and to present a framework for organizing a study group around the work of students and colleagues. The "sessions" in this book parallel the project study group's sessions. Each one addresses a major idea related to judging student work and how that idea is captured in instruction, curriculum, and assessment. The five sessions include: (1) "From Intuition To Expert Judgment"; (2) "Creating Conversations around Student Work"; (3) "Looking at Student Work across Time"; (4) "What Constitutes a Good Classroom Assessment Activity?"; and (5) "Looking at Student Work across Grade Levels." Contains 20 references. (JRH)

ED 408 182 SE 060 274

Kuhs, Therese M.
Measure for Measure: Using Portfolios in K-8 Mathematics.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; Citizen Role; *Citizenship; *Citizenship Education; *Citizenship Responsibility; *Civics; Community Responsibility; Elementary Secondary Education; Ethical Instruction; Public Affairs Education; Service Learning; Values Education

This collection of essays by various authors discusses the dilemmas that face those who would educate tomorrow's valuable citizens and describes the day-to-day commitment needed to maintain a community. The book gives guidelines for action through examples of current programs that provide a forum for civic discussion and public consensus on the best ways to educate for tomorrow. The 11 essays include: (1) "'What We Call the Beginning Is Often the End'" (Joan N. Burstyn); (2) "Educating for Public and Private Life: Beyond the False Dilemma" (James M. Giarelli; Ellen Giarelli); (3) "Developing the Good Person: The Role of Local Publics" (Thomas Mauhs-Pugh); (4) "To Illuminate or Indoctrinate: Education for Participatory Democracy" (Jerilyn Fay Kelle); (5) "Subverting the Capitalist Model for Education: What Does it Mean To Educate Children To Be Valuable Members of a Valuable Society?" (Zeus Yiamouyiannis); (6) "Assaulting the Last Bastions of Authoritarianism: Democratic Education meets Classroom Discipline" (Barbara McEwan); (7) "Practice Makes Perfect: Civic Education by Precept and Example" (Donald Warren); (8) "Preparing Citizens for a Decent Society: Educating for Virtue" (John Covaleskie); (9) "Service Learning as Civic Education: Difference, Culture War, and the Material Basis of a Good Life" (Mary B. Stanley); (10) "Meeting the Demands of Postmodern Society" (Joan N. Burstyn); and (11) "'The End Is Where We Start from'" (Joan N. Burstyn). (EH)

ED 408 205   SO 027 159

Beyer, Landon E., Ed.
Creating Democratic Classrooms: The Struggle To Integrate Theory and Practice. The Practitioner Inquiry Series.
PUB DATE- 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Thinking; Criticism; *Democracy; *Educational Philosophy; Elementary Secondary Education; Hermeneutics; Higher Education; Inquiry; Public Schools; *Reflective Teaching; *Teacher Education; Teacher Effectiveness; Teacher Improvement

In this book, seven teachers analyze their own efforts to integrate social, moral, and political issues into the public school classroom. The volume weighs the possibilities for making classrooms more responsive to the need for social justice, critical consciousness, and democratic values. Through their personal narratives, these teachers reveal the successes and failures and the rewards and frustrations involved in pursuing democratic forms of classroom life. A concluding chapter synthesizes the work of the teachers and looks toward future possibilities. The 9 chapters include: (1) "Introduction: The Meanings of Critical Teacher Preparation" (Landon E. Beyer); (2) "The Bumpy Bus Ride to the Democratic

Cold War and describe the unfulfilled promises of Mikhail Gorachev's "perestroika," the rising discontent among the people, and the birth of nationalism within the republics. The next section details the key events leading to the breakup of the Soviet Union. The last section discusses how the United States is responding to the challenges posed by the breakup of an old enemy and the beginning of a new era in foreign relations. Chapters include: (1) "U.S.-Soviet Relations: 1917-1989"; (2) "Upheaval in the Soviet Union: 1990-1991"; (3) "The End of an Empire: March-December 1991"; and (4) "U.S. Foreign Policy: Mapping Out a Post-Cold War Agenda." Six bibliographic references and a section for further reading conclude the text. The teacher's guide contains lesson plans to be used in conjunction with the student booklet, and includes objectives, a list of key terms, a motivator activity, student activities and handouts, and test materials with an answer key. (EH)

ED 408 229 SO 027 380

Smith, Peter
Issues of Education and Reproductions of "Artistic" Images.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual National Conference on Liberal Arts and Education of Artists (10th, New York, NY, October 16-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; Art Appreciation; *Art Education; Critical Viewing; Elementary Secondary Education; Fine Arts; *Illustrations; Visual Literacy
IDENTIFIERS- *Art Reproductions

Past uses of art reproductions in schools and mass media publications are described, along with political, economic, and aesthetic issues raised by such usage. The presentation focuses on concerns associated with present and future educational use of reproductions, whether electronic or some other form. Issues of selectivity and aesthetics are discussed. (Author)

ED 408 230 SO 027 382

Jorgensen, Michael
To Feel Rightly: Relating the Fine Arts to the Formal Development of the Feeling Function.
PUB DATE- Oct 96
NOTE- 11p.; Paper presented at the Annual National Conference on Liberal Arts and the Education of Artists (10th, New York, NY, October 16-18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Art Education; Cognitive Ability; *Cognitive Processes; Elementary Secondary Education; *Emotional Development; Emotional Response; Psychological Patterns
IDENTIFIERS- *Emotional Intelligence

Leading scholars in the fields of neurology and psychology recently have published persuasive arguments linking cognition and the emotions as well as proclaiming the significance of emotional intelligence. This paper documents some of those variation occurred from school to school, and where most potential for change can be found. (Contains 7 tables and 20 references.) (LH)

ED 408 248 SP 037 337

Grisham, Dana L.
Literacy Partners: Teacher Innovation in a Study/Research Group.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Classroom Research; Constructivism (Learning); Elementary School Students; Elementary School Teachers; Grade 3; Grade 4; Grade 5; Heterogeneous Grouping; Higher Education; Instructional Innovation; Intermediate Grades; *Learner Controlled Instruction; Learning Activities; Partnerships in Education; Primary Education; Reader Response; *Reading Instruction; Teacher Educators; *Teacher Role
IDENTIFIERS- *Response to Literature

A study/research partnership between university teacher educators and teachers was formed when teachers at the third-, fourth- and fifth-grade levels decided to implement an innovation called Literature Response Groups in their classrooms. The setting was an urban elementary school in northern California. Participants included six elementary teachers, a reading specialist, a university faculty member, and a graduate student intern. Data were collected through group meetings and discussion, participant-observation, classroom observation, and interviews. The study/research group provided a structure for support of the classroom teachers as they implemented a teaching innovation, the "literature response group." The results support the efficacy of the study/research group in promoting teacher professional development. The group provided a safe environment for risk-taking and an opportunity for collaboration. Implementation required intense effort over a sustained period of time, and it was necessary for teachers to be able to turn over some control to students. This was particularly an issue for some teachers who feared the loss of control while they continued to be held accountable for classroom management and student achievement. The degree of innovation varied with each teacher but most teachers were successful at implementing the innovation. (Contains 26 references.) (JLS)

ED 408 249 SP 037 339

Hammerman, James K.
Leadership in Collaborative Teacher Inquiry Groups.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Teachers;

Watters, James J.; Ginns, Ian S.
Impact of Course and Program Design Features on the Preparation of Preservice Elementary Science Teachers.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Chicago, IL, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Curriculum Development; Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; *Methods Courses; *Preservice Teacher Education; *Science Teachers; *Student Attitudes; Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- Australia; *Preservice Teachers

This paper is a progress report on an ongoing, longitudinal study of the preparation of preservice elementary teachers in science. The study builds on previous work and explores the experiences of an intake of preservice students in 1994. These students were required to take a core course in science content in their foundation and subsequently a science education course in the third year of their four-year program of study for a bachelor of education. The courses were deigned and implemented using strategies influenced by constructivist principles. These included, among other features, attempts to establish a community of learners in which collaborative knowledge building, meaningful learning, and autonomy were emphasized. The experiences of the students were monitored by measures of changes in attitude towards science and personal science teaching self-efficacy, through interviews, and analysis of student writing. The study revealed complex relationships between content oriented and methods oriented courses indicating that students' attitudes and beliefs change in relation to their perceived needs. The methods course was particularly successful at improving attitudes towards teaching science but had minimal impact in this instance on self-efficacy. In contrast, the foundation course had no immediate impact on attitudes, but did enhance self-efficacy and was valued by students during curriculum design activities in the subsequent methods course. (Contains 54 references.) (Author/ND)

ED 408 268 SP 037 358

Hawkes, Mark
Employing Educational Telecommunications Technologies as a Professional Development Structure for Facilitating Sustained Teacher Reflection, Collaboration, and Inquiry. Draft.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses In Education; Elementary Secondary Education; *Faculty Development; *Networks; *Reflective Teaching; Teacher Attitudes; *Teacher Collaboration; *Telecommunications

A study was undertaken to determine how telecommunications technology affects teacher reflection and collaboration. Study participants, eight teachers currently practicing in both

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; Inservice Teacher Education; *Professional Development; Program Evaluation; Public School Teachers; School Districts; *State Programs; *Statewide Planning; Teacher Certification; *Teacher Improvement
IDENTIFIERS- *Massachusetts

The progress report on implementation of the 1993-1994 Massachusetts plan for professional development covers four goals: (1) work with members of the educational community to establish state professional development priorities and identify resources; (2) assist school districts to create coherence among state, district, school, and individual professional development plans; (3) link professional development and recertification; and (4) link school districts and individuals with higher education, private service providers, and other resources for professional development. Activities connected with these objectives will be continued in Fiscal Year 1995. The Fiscal Year 1995 priority goals are: (1) design, implement, and support a vision and long-range plan for a statewide professional development service delivery system; (2) assist school districts to promote coherence among individual and organizational professional development plans and activities; (3) assist and support professional development for specific purposes; and (4) gather and disseminate information on professional development issues, policies, programs, practices, and resources. Next steps and timelines for implementing the goals, objectives, and activities of the plan are included. Two attachments provide: a list of professional development information available through the Department of Education; and a summary of 1994-95 State professional development priority goals, objectives/activities, and timelines. (ND)

ED 408 289 SP 037 392

Integrating Curriculum within and across Subjects. Missouri's Framework for Curriculum Development.
PUB DATE- 96
NOTE- 76p.; Materials for this manuscript were excerpted from "Integration of Education: A Practitioner's Guide for Integration" (Instructional Materials Laboratory, University of Missouri-Columbia).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Instructional Development; *Integrated Curriculum; *Interdisciplinary Approach; Models; *Performance Based Assessment; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS- *Missouri

The "Show-Me Standards" as detailed in this guide are comprised of 33 performance (process) standards and 40 knowledge (content) standards. The performance standards include important process skills and the knowledge standards provide a solid foundation of knowledge in communication arts, fine arts, health and physical education, mathematics, science, and social

Canonical Correlation Analysis as the General Linear Model.
PUB DATE- Jan 97
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Heuristics; *Multivariate Analysis; *Regression (Statistics); Satisfaction; Synthesis
IDENTIFIERS- *F Test; *General Linear Model

The concept of the general linear model (GLM) is illustrated and how canonical correlation analysis is the GLM is explained, using a heuristic data set to demonstrate how canonical correlation analysis subsumes various multivariate and univariate methods. The paper shows how each of these analyses produces a synthetic variable, like the Yhat variable in regression. Ultimately these synthetic variables are actually analyzed in all statistics, a fact that is important to researchers who want to understand the substance of their statistical analysis. The illustrative (fictitious) example involves the relationship between a set of marital happiness characteristics, including a marital satisfaction score and a frequency of sex score, and a set of personal characteristics, which includes IQ scores and overall religiosity. The latent constructs, marital happiness and personal characteristics, are the sets of variables that are examined. A brief summary of the canonical correlation analysis is presented, and how canonical correlation subsumes regression, factorial analysis of variance, and T-tests is discussed. The discussion makes it clear that the "F" statistic is not the sole statistic of interest to researchers. The use of canonical correlation as GLM can help students and researchers comprehend the similarities between models as well as the different statistics that are important in all analyses, such as synthetic variables. (Contains 6 figures, 7 tables, and 18 references.) (SLD)

ED 408 309   TM 026 522

Denton, Carolyn A.
An Evaluation of an Implementation of the Reading Recovery Program.
PUB DATE- Jan 97
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; Comparative Analysis; *Elementary School Students; Grade 1; *Literacy; Primary Education; *Program Evaluation; Reading Achievement; Reading Instruction; Reading Programs; Rural Schools; *Tutoring
IDENTIFIERS- Iowa Tests of Basic Skills; *Reading Recovery Projects; Texas

The effectiveness of the Reading Recovery Program, a literacy intervention for at-risk first-grade students, as it was implemented in 1995-96 in a small rural school district in Texas was studied. Reading Recovery consists of daily individual literacy tutoring sessions taught by a specially trained teacher, and emphasizes active engagement of the child, data sets can be restructured into analyzable smaller subsets of data. Results suggest that the crossed, mixed, and nested methods are comparable, but more study is needed to determine whether the methods generalize to other data sets with more than two facets. (Contains 3 figures, 9 tables, and 17 references.) (Author/SLD)

ED 408 327 TM 026 580

Packard, Abbot L.; And Others
Action Research of Computer-Assisted-Remediation of Basic Research Concepts.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College Students; *Computer Assisted Instruction; Computer Attitudes; *Graduate Students; Higher Education; Instructional Effectiveness; Pilot Projects; *Remedial Instruction; *Research Methodology
IDENTIFIERS- Graphic Representation

This study investigated the possibility of creating a computer-assisted remediation program to assist students having difficulties in basic college research and statistics courses. A team approach involving instructors and students drove the research into and creation of the computer program. The effect of student use was reviewed by looking at the process using action research in a series of studies. The first pilot study investigated screen designs without in depth analysis. A second pilot study investigated the statistical portion of the presentation through the responses of 12 graduate students. Results were used in third pilot and fourth pilot studies in which static and animated graphics were studied using 40 graduate students. No significant differences were found between static and animated graphics. A fifth pilot measured individual differences with 75 undergraduates and suggested that a locus of control measure would be useful. Additional pilot studies investigated freedom of navigation through the program (50 graduate students) and presentation modes (103 graduate students). These results are being used in the development of a full semester computer-assisted course in introductory statistics. (Contains 17 references.) (SLD)

ED 408 328 TM 026 581

Packard, Abbot L.; And Others
Incorporating Individual Learning Styles into Computer Assisted Environments for Instruction Basic Research and Statistical Concepts.
PUB DATE- Feb 97
NOTE- 8p.; Paper presented at the Eastern Educational Research Association (Hilton Head, SC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Computer Assisted Instruction; Feedback; Field Dependence Independence; *Graduate Students; Graduate Study; Higher Education; Holistic Approach; *Instructional Design; Locus of Control; Research;

Qualitative Research; Science Instruction; *Secondary School Teachers; Social Studies; Student Centered Curriculum; Teacher Expectations of Students; *Teaching Methods; Thinking Skills; *Track System (Education); Urban Schools

This study describes and explains changes in ninth- and tenth-grade social studies and science courses that emerged in the pedagogy of classroom teachers as a result of participation in a detracking project in an urban high school. The detracking project represented a profound change in the organization of school curricula. Four social studies and four science teachers, and 84 students in 12 classes, 4 college preparatory, 4 untracked, 2 advanced placement, and 2 lowest classes, participated. Qualitative research methodology was used by two researchers independently of each other. They triangulated their data by using descriptive journal entries of classroom interactions, detailed records of interviews and conversations, and specimen data such as lesson plans. The pedagogic factors that emerged as important in the quality of instruction were: (1) teacher- or student-centered instruction; (2) cooperative learning or individual student work; (3) strategies for questioning; (4) verbal interaction in the classroom; and (5) evidence of process skills such as critical thinking or writing. Teachers began to change their practices, using more cooperative learning and more student-centered approaches. Teacher expectations of students of initial lower tracks rose, and teachers cooperated more fully with each other. The changes teachers made for these untracked classes affected their teaching overall. (SLD)

ED 408 347 TM 026 636

DesJardins, Stephen L.; And Others

Studying the Determinants of Student Stopout: Identifying "True" from Spurious Time-Varying Effects.

PUB DATE- Jun 94

NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Persistence; Causal Models; *College Students; Dropouts; *Enrollment; High Risk Students; Higher Education; Mathematical Models; *Racial Differences; Reentry Students; *Stopouts; *Time

IDENTIFIERS- Time to Degree; University of Minnesota Twin Cities

Rather than studying the structural paths through which variables affect student persistence in education, this paper offers a reduced form model that focuses on precollege, demographic, and certain current achievement and financial aid variables. This approach does not specify structural paths, but it does have the advantage of requiring only information available in student records. The empirical model used is the discrete time hazard model because duration data are collected term-by-term until student stopout. Stopout, for this study, is defined as the first occurrence of non-continuous enrollment. The model is illustrated with data for all 3,556 students entering the University of Minnesota Twin Cities campus as New High School students in 1985. These students were observed post hoc for 22 terms (3 terms per year for just over 7 academic years) to study student exits from the institution. The basic model assumes time-constant effects of the independent variables believed to affect stopout. Results are generally consistent

Statistics program of longitudinal studies about the achievement and characteristics of elementary and secondary school students. NELS:88 began with a base year survey of eighth grade students in 1988, followed up at 2-year intervals in 1990, 1992, and 1994. It collected data from more than 20,000 students using a complex sampling design. This report is designed for researchers who may use NELS:88 to study the longitudinal progress of eighth graders through the next 4 years. It gives information about the measurement characteristics of survey items in the base year and first and second followups, emphasizing issues of nonresponse and the convergence of information from alternative sources. Nine separate sources of NELS:88 data are covered in the report. Discrepancies among the sources are analyzed in terms of reliability, validity, and communality. The following chapters are included: (1) "Introduction"; (2) "Methodology"; (3) "Comparison of Student and Parent Responses"; (4) "Comparison of Teacher and Student Responses"; (5) "Comparison of Second Follow-up Student Responses with Earlier Responses"; and (6) "Summary and Conclusions." Appendixes discuss the univariate distribution of the items, recoding of measurements for comparisons, and statistical measures of association and omission bias. (Contains 8 figures and 162 tables.) (SLD)

ED 408 366 TM 027 401

Wallat, Cynthia
Educational Research Directions 1990-1995: Extracts from Descriptions of Primary Tasks of 17 OERI Centers from March 1990 USDOE Request for Proposals, and 17 Winning Proposals.
PUB DATE- Apr 91
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 4-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Cooperation; Cultural Awareness; Educational Assessment; Educational Change; *Educational Research; *Elementary Secondary Education; *Family Influence; Higher Education; Program Descriptions; *Research and Development Centers; Research Projects; Research Proposals; *School Restructuring; Second Language Learning; Teacher Education; Teacher Evaluation; Urban Education
IDENTIFIERS- *Office of Educational Research and Improvement

The primary tasks of the Office of Educational Research and Improvement (OERI) sponsored research projects taken from Department of Education (DOE) Requests for Proposals from March 1990 are listed, and extracts from winning proposals are presented. As reflected in the list of topics of the 17 Centers that OERI announced it would fund, educational research was broadly conceived. Each extract describes the primary tasks the research will address, its organizing framework, and the proposed research activities. Centers are usually housed at universities and are often the collaborative effort of university consortia. A table summarizes the projects and performing institutions in alphabetical order by the following areas of research called for in the Request for Proposals: (1) assessment; (2) families, communities, and children's learning; (3) education in the inner cities; (4) cultural diversity and second-language learning; (5) writing and literacy; (6) student learning; (7) learning to teach; (8) postsecondary learning, teaching, and assessment; (9) teacher performance evaluation are positive. They suggest that there is a feasible method for assessing the effectiveness of organizations implementing a youth development approach by measuring the quality of services in the present. Results also suggest that when a youth development approach is taken, organizations can attract and hold the interest of adolescents and become an effective means of achieving developmental goals without focusing on youth deficits and problems. Three appendixes discuss site selection, methodology, and risk behaviors. (Contains 1 figure, 6 appendix tables, and 17 tables.) (SLD)

ED 408 384 UD 031 737

Britsch, Brenda; And Others
Teacher and Peer Perceptions of Aggressive Behavior.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aggression; *Behavior Patterns; *Black Students; Crime; Educational Environment; Elementary Education; *Elementary School Students; *Neighborhoods; Peer Relationship; Public Schools; Sex Differences; Student Attitudes; Teacher Attitudes; Urban Schools; Urban Youth; *Violence
IDENTIFIERS- African Americans; California

This study investigated neighborhood differences in perceptions of aggressive behavior from teachers and students' peers. Predominantly African American students (n=764) in grades 3 through 5 from 2 urban public schools (29 classrooms) in southern California participated in this study. The neighborhoods surrounding the schools differ substantially in the prevalence of violent crime. In each classroom, teachers and students assessed the level of aggression for class members. Teachers rated children in the more violent community as less aggressive than the children in the less violent community. However, more children in the violent community were perceived as aggressive by peers compared to their counterparts in the violent community. Gender and age differences in teacher perceptions were greater in the less violent neighborhood. Results are discussed in terms of the unique needs of children living in violent communities. (Contains 9 figures and 13 references.) (Author/SLD)

ED 408 385 UD 031 738

Cultural Expressions. A Cultural Arts Education Program Featuring Assembly Programs, Close-Up Workshops and Special Engagements with Culturally-Based Artists.
PUB DATE- 96
NOTE- 24p.; Additional support provided by a number of cultural and social organizations.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Enrichment; *Curriculum Development; Dance; Elementary Secondary Education; Music; *Programs; Story Telling; Theater

Class Teaching" (Harold W. Stevenson and Shinying Lee); (3) "Looking in the Chinese Mirror: Reflecting on Moral-Political Education in the United States" (Gay Garland Reed); (4) "Chinese Teachers as Mirrors of Reform Possibilities" (Lynn Paine); (5) "Restructuring Japanese High Schools: Reforms for Diversity" (Nobuo K. Shimahara); (6) "Disruption and Reconnection: Counseling Young Adolescents in Japanese Schools" (Gerald LeTendre); (7) "Human Capital Formation and School Expansion in Asia: Does a Unique Regional Model Exist?" (David P. Baker and Donald B. Holsinger); (8) "Private Education in Eastern Asia" (William K. Cummings); (9) "Lessons from Japanese Cram Schools" (Nancy Ukai Russell); (10) "Education and Work in Japan: Implications for Policy" (Sam Stern); (11) "Education Policies in Taiwan (China) and Hong Kong" (Kin Bing Wu); (12) "Improving School-Community Relations in Thailand" (Christopher W. Wheeler, James Gallagher, Maureen McDonough, and Benjalug Sookpokakit-Namfa); (13) "Differences That Make a Difference: Explaining Japan's Success: (Thomas P. Rohlen); (14) "Education and State Development: Lessons for the United States?" (S. Gopinathan); (15) "The Role of the State in Educational Reform in the People's Republic of China" (Nina Y. Borevskaya); and (16) "Human Resource Development: The J-Model" (William K. Cummings). Each chapter contains references. (Contains 11 figures.) (SLD)

ED 408 403 UD 031 757

Sanders, Mavis G.
Building Effective School - Family - Community Partnerships in a Large Urban School District. Report No. 13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Involvement; Educational Change; Elementary Education; *Family School Relationship; Middle Schools; *Parent Participation; *Partnerships in Education; Program Development; Program Implementation; *Urban Schools; Volunteers
IDENTIFIERS- *Annie E Casey Foundation; *Baltimore City Public Schools MD

Since 1987 schools in Baltimore (Maryland) have been working wit the Fund for Educational Excellence and the education research center at Johns Hopkins University to develop comprehensive programs of school-family-community partnerships. To understand better how these schools are building and improving their partnership programs, administrators, teachers, and parents serving on Action Teams for School-Family-Community Partnerships at 6 of 15 replication schools in Baltimore were interviewed. This report focuses on how these Action Teams used the types of involvement in J. Epstein's framework to develop more effective school-family-community partnerships. The original five types of involvement--parenting, communicating, volunteering, learning at home, and decision making--were supplemented by a sixth form of involvement, collaborating with community. Profiles of five elementary schools and one middle school show the Action Teams at work. Study data resulted in the development of the insights about school, family, and community partnerships. Successful partnerships: (1) are a shared responsibility; (2) take time to establish; (3) reach out to all family members; (4) improve in incremental steps and economies as the real world applications of the economic concepts. The remainder of the outline describes the audiovisual aids used for the class and illustrates the connection of an Asian module to a standard introductory economics course. The outline also contains an annotated bibliography and economic tables for the United States and several Asian countries. (TGI)

ED 407 961 JC 970 288

Angelides, Mary
An Introduction to Asian and Asian American Fiction. Asian Studies Instructional Module.
PUB DATE- 97
NOTE- 43p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Asian Americans; *Asian Studies; College English; Community Colleges; *Course Content; Cross Cultural Studies; Cultural Pluralism; Curriculum Guides; *English Curriculum; Films; Foreign Countries; Introductory Courses; Learning Modules; Literature; Two Year Colleges
IDENTIFIERS- *Asia

This curriculum outline illustrates the components of a course which introduces students to an understanding of short stories and novels and emphasizes the broadening of their world view through the use of Asian and Asian-American stories. First, the goals, student objectives, and methodology of the course are presented. Next, a syllabus of the assigned readings is provided, highlighting the following four major course themes: (1) initiation; (2) love, marriage, families, and relationships; (3) cultural diversity and dilemmas; and (4) old age, meaning of life, and appearance versus reality. Assignments, evaluation tools, and teaching strategies for a specific collections of short stories, short stories, film, and an oral interpretation of various Japanese and Chinese tales are then illustrated in detail. The remainder of the outline contains an annotated bibliography of Japanese, Chinese, and Korean literature, suggestions to help students make personal and critical connections between stories, a list of materials used in the course, the pre-test and post-test evaluation, and additional sources for the course. The pre-test survey, film notes, sample assignments, and curriculum material are appended. (TGI)

ED 407 962 JC 970 289

Genovese, Pete
Overview of Japanese Poetry. Asian Studies Instructional Module.
PUB DATE- 97
NOTE- 25p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; Community Colleges; *Course Content; Cross Cultural Studies; Cultural Influences; Cultural Pluralism; Curriculum Guides; English Curriculum; Foreign Countries; *Haiku; Learning Modules; Literary Genres; *Poetry;

Locally-Based Statewide Leadership and Technical Assistance program and contract education. Outcomes are then described for ED Net initiatives related to advanced transportation technologies, biotechnologies, environmental technologies, health care delivery, international trade development, small business applications, applied competitive technologies, and workplace literacy. Status reports are then provided for the following annual projects: Model Programs for Community Economic Development, Employer-Based Training, Faculty In-Service/Intensive In-Service Training, and Worksite Experience for Vocational Faculty and Vocational Counselors In-Service Training. Finally, recommendations for program improvement are presented. Appendixes provide a table of ED Net programs by year of foundation, a list of strategic partners by program, and a list of ED Net executive committee members. (HAA)

ED 407 980   JC 970 320

McIntyre, Chuck; Chan, Chueng-Rong
Educating Welfare Recipients in California Community Colleges.
  Part 1: Student Characteristics, Activities, and Performance.
PUB DATE- May 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Role; *Community Colleges; Comparative Analysis; *Education Work Relationship; Educational Benefits; Enrollment; Outcomes of Education; Role of Education; *Student Characteristics; *Two Year College Students; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- *California Community Colleges

A study was undertaken to determine the extent to which the California Community Colleges (CCC) helped the state's welfare recipients obtain employment, increase earnings, and decrease welfare dependence. A literature review indicated that, while relatively few studies exist, community colleges do play a role in redistributing resources from wealthier taxpayers to less wealthy community college students and that the colleges do have a positive effect on graduates' earnings. Research on specific programs designed to move individuals from welfare to work, however, showed mixed results, increasing earnings but not substantially reducing welfare costs. In 1995-96, California's community colleges enrolled approximately 140,000 students receiving Aid to Families with Dependent Children (AFDC) benefits, representing 1 in every 6 AFDC recipients in the state. These students were younger and had more prior education than welfare recipients not enrolled, but were older, more often immigrants, and more likely to have a learning disability than other community college students. In addition, students receiving welfare are well-directed and perform well. Compared to other community college students, they are more likely to seek degrees and certificates, complete courses at nearly equal rates, earn only slightly lower grade point averages, and earn degrees and certificates slightly more often. Appendices contain data tables and 23 references. (HAA)

ED 407 981   JC 970 321

Ratcliff, James L.; Gibson-Benninger, Barbara
Are Community Colleges Right for South Africa?
PUB DATE- Apr 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Council of Universities and Colleges (Anaheim, CA, April 11-12, 1997).

California community colleges. This cost-effectiveness benefit contrasts with direct student aid funding at $1500 to $3500 per student, as is provided by Pell grants and TRIO programs, for which benefits are student-specific annual amounts and do not accumulate for future students. By providing an education that features programs that are continuously being developed to be responsive to ever-changing national and community needs, the federal government can contribute to the health and fabric of the country. (HAA)

ED 407 999 JC 970 345

Cunningham, Stephen
Project Profile Report, Fall 1994.
PUB DATE- Apr 95
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Enrollment; *Enrollment Trends; Family Characteristics; *Family Income; Full Time Students; Longitudinal Studies; Part Time Students; Student Behavior; *Student Characteristics; *Student Educational Objectives; Trend Analysis; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Project Profile PA

Pennsylvania College of Technology's Project Profile is designed to collect data on the characteristics and objectives of entering students and compare results to those from previous years. This report presents data on the 4,674 students who applied and matriculated in fall 1994 and includes comparisons by student responses for fall 1990 to fall 1994. Section I describes the project methodology, indicating that an item on how students found out about the college was added to the questionnaire for the 1994 sample, and reviews general findings. Section II presents tables summarizing trends in student characteristics and objectives for 1990-94 for the total student population and for degree-seeking, non-degree-seeking, full-time, part-time, new degree-seeking, and returning degree-seeking students. Highlighted findings include the following: (1) 44% of students did not seriously consider attending until within 3 months of the time they applied and 68% did not consider attending until within 6 months of applying; (2) 45% of the students indicated that they found out about the college from friends, relatives, or parents; (3) the proportion of students with annual family incomes over $30,000 rose from 34.7% in 1990 to 40.2% in 1994; and (4) from 1992-94, the number of students who enrolled with the primary goal of transferring to a four-year institution decreased from 19% to 15.7%. The survey instrument and a brief history of the Project are appended. (HAA)

ED 408 000 JC 970 347

Cunningham, Stephen
Pennsylvania College of Technology Sourcebook, 1996-97.
PUB DATE- Jan 97
NOTE- 362p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Governing Councils; Community Characteristics; Community Colleges; *Educational Finance;

Real, Mark; And Others
Helping Families Work: A 1995/1996 Factbook.
SPONS. AGENCY- Borden, Inc., OH.
PUB DATE- 95
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Birth Weight; Child Health; Child Support; Child Welfare; Counties; Day Care; Divorce; Early Childhood Education; Employed Parents; Employment; *Employment Programs; Family Health; *Family Programs; Infant Mortality; Mortality Rate; Mothers; One Parent Family; Poverty; Prenatal Care; *Social Services; *State Programs; *Statistical Analysis; Tables (Data); Young Children
IDENTIFIERS- Childrens Defense Fund; *Ohio; Project Head Start; Vaccination

This report illustrates the conditions facing young Ohioans and measures the success of local communities across Ohio in helping families work. Sections of this report are: (1) "Helping Families Work: An Introduction," which discusses how Ohio families are changing, the limits of government, measuring the success of state and local programs that help families work, reshaping programs for working families, incentives to work rather than penalties, the need to guide public assistance, what Ohio is doing to help families work, and the need for more accountability; (2) "Ohio's 10 Best and 10 Worst Counties"; (3) "Family Poverty"; (4) "Child Support"; (5) "Maternal and Child Health"; (6) "Child Care"; (7) "Education"; (8) "Factsheets for the State of Ohio and Its 88 Counties," which presents information on children of divorce, births to unmarried parents, paternities established, percent of child support cases with collections, average weekly child support collection, percent of mothers receiving late/no prenatal care, percent of low birth weight babies, infant mortality rate per 1,000 live births, percent of evening or weekend immunization hours, percent of children under age 11 receiving Medicaid, percent of children receiving Medicaid under age 11 who are from working poor families, percent of mothers with children under age 6 who are in the labor force, weekly cost of child care, percent of children from working poor families receiving child care assistance, percent of Aid to Families with Dependent Children (AFDC) receiving child care, percent of eligible students enrolled in Head Start, percent of ninth graders passing proficiency test in first attempt, percent of ninth graders passing math portion of proficiency test in first attempt, and percent of children receiving free or reduced-price lunches; (9) "Factsheet Notes and Definitions"; and (10) "Sources." (WJC)

ED 408 018 PS 025 048

County Data Book 1996: Kentucky Kids Count.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Dec 96
NOTE- 317p.; For the 1995 edition, see ED 403 993.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Births to Single Women; Child Abuse; Child Neglect; *Children; *Counties; Dropout Rate; Elementary Secondary Education; Enrollment;

and development programs. The report presents a literature review, California survey results, extant data analyses, promising practices, and recommendations that were developed during the course of the study. Part 1, "A Review of the Literature and Recent Findings," consists of four chapters which summarize the research literature on: (1) child care quality and children's outcomes; (2) the influence of staff compensation on child care quality; (3) a profile of the child care work force; and (4) family access to affordable services. Part 2 of this report, "Next Steps," is divided into two chapters. The first presents a review of promising practices that have been developed by other states and organizations to improve the quality of child care through better compensation for child care and development workers. The second is the result of a combined effort by project stakeholders and staff to synthesize the research, recent findings, and promising practices to design a range of recommended policy options relevant to the state of California. Appendices present methodology, tables, a list of stakeholders, a workforce profile in Los Angeles County, a workforce profile in Alameda County, and child care center and staff surveys. Contains about 108 references. (WJC)

ED 408 036 PS 025 407

McDonald, Thomas P.; And Others
Assessing the Long-Term Effects of Foster Care: A Research Synthesis.
SPONS. AGENCY- Wisconsin Univ., Madison. Inst. for Research on Poverty.; Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 96
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adults; *Followup Studies; *Foster Care; Foster Family; Group Homes; Homeless People; Literature Reviews; Outcomes of Treatment; Placement; Program Evaluation; State of the Art Reviews; Well Being
IDENTIFIERS- *Out of Home Care

This book reviews the findings of 29 studies published between 1960 and 1992 on the impact of childhood out-of-home care on adults' self-sufficiency, adjustment, family and social support, and personal well-being. Section 1, "Out-of-Home Care and Out-of-Home Care Studies," introduces the study and presents the history of out-of-home care in the United States. Section 2, "Methodology," details the conceptual framework; differentiates descriptive, trend, and evaluative studies; and describes the method used to identify and judge the design adequacy of out-of-home care studies. Section 3, "Findings," presents the findings on outcomes of out-of-home care. The results indicate that, in comparison to those not receiving childhood out-of-home care, adults placed in childhood out-of-home care had poorer school performance; higher rates of school dropout, public assistance, homelessness, arrest, and chemical dependency; lower marriage rates; and poorer mental and physical health. They typically maintain contact with at least one biological family member, have reasonable social support systems, and do not differ from the general population in unemployment rate. Factors associated with outcomes include the type of placement, reason for admission, age at placement and discharge, number of placements, time in care, disposition,

Care; Infants; Preschool Education
IDENTIFIERS- *Caregiver Attitudes; Infant Stimulation; Parent Caregiver Relationship; Professionalism

This study focused on creating a liaison between day care providers and college developmental psychology researchers with the intent that day care providers would be able to share discoveries and develop expertise in challenging infants appropriately to encourage development. The project was collaborated on by college students and faculty; the day care providers were all females that volunteered to participate. Out of a sample population of 39 caregivers from 10 different day care centers, 20 were teachers and 19 were managers. They completed a survey that addressed three issues: (1) respondents' perceptions of infants' engagement in current programming; (2) level of teacher morale in infant classrooms; and (3) impressions of the quality of the atmosphere in infant classrooms. The results showed that the teachers and managers were concerned with: (1) problems with the staff (such as poor morale and little professional pride, and difficulty in planning classroom activities); (2) problems with the children (such as individual differences and predictable developmental challenges); and (3) problems with the parents (such as angry and critical parents, anxious and guilty parents, and neglectful parents). It was also found that the day care providers were interested in receiving additional training and desired to participate in the professionalization of day care provision. (Contains 14 references.) (DCP)

ED 408 055 PS 025 455

Parent Handbook.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Day Care; *Day Care Centers; Educational Policy; Educational Research; Higher Education; *Laboratory Schools; *Parent Materials; *Preschool Children; *Preschool Education; Resource Materials; *School Policy
IDENTIFIERS- *University of Illinois Urbana Champaign

This booklet contains information for parents whose children are enrolled in the Child Development Laboratory (CDL), a university-based preschool and child care program operated by the Department of Human and Community Development on the campus of the University of Illinois. The program provides half-day preschool for 2- to 4-year-old children and full-day child care programs for 3- and 4-year-old children. The mission of the CDL is to provide model programs for the local, state, and national early childhood communities; provide personnel training in child development and early childhood education; and facilitate research in child development and early childhood education. The booklet is organized into the following sections: (1) "Organization, Goals, Philosophy"; (2) "Daily Programs"; (3) "Enrollment Procedures"; (4) "Fees and Payment Schedules"; (5) "Delinquent Fees Policies" for both half-day preschool and full-day child care; (6) "Withdrawal Policy" for half-day preschool and full-day child care; (7) "Credit Reference Form"; (8) "Completion of Forms and Agreements"; (9) "Research, Field Trip, and Photographic Consent Forms"; (10) "Gradual Entry for Half-Day Preschool"; (11) "Home and School Visits for Half-Day skills; (25) high school graduation rate; and (26) teens not in school and not working. The information on each indicator contains the following: definitions; significance; sidebars; city/town tables; core cities data; comparison data; and most recent available data. (SD)

ED 408 073 PS 025 475

Bryant, Elizabeth Burke, Ed.; Walsh, Catherine Boisvert, Ed.
Rhode Island KIDS COUNT Issue Brief, 1996.
PUB DATE- 96
NOTE- 9p.; For 1996 Factbook, see PS 025 473.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptiv (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Employed Parents; *Nutrition; Parent Child Relationship; Policy Analysis; Poverty; Program Evaluation; Public Policy; *Welfare Recipients; Welfare Services; *Well Being
IDENTIFIERS- Aid to Families with Dependent Children; Child Nutrition Programs; Food Stamp Program; *Rhode Island; *Welfar Reform; Welfare to Work Programs

These two Kids Count brief reports discuss issues related to th well-being of Rhode Island children. The first report identifies ways to measure the impact of state and federal welfare reform proposals on children who receive benefits through Aid to Families with Dependent Children (AFDC). Potential measures of success for welfare reform include the extent to which the program: (1) moves families into work and out of poverty; (2) assists families in obtaining sustainable work; and (3) supports the healthy development of children and the caregiving capacity of parents. The report highlights welfare reform elements that can have a major impact on children's well-being, including time limits, work requirements, child care, health care, benefit levels, and family caps. The second report describes the effects of undernutrition during the early childhood years and the incidence of undernutrition in Rhode Island. Rhode Island's multi-faceted response to childhood hunger includes attending to key factors influencing household food purchasing power, and a network of nutrition programs, especially food stamp, school lunch and breakfast, summer food service, child care food, and Women, Infants, and Children programs; emergency food assistance; and community partnerships. The report outlines the impact of nutrition programs and describes recent decreases in the food stamp program. Contains 16 references. (KDFB)

ED 408 074 PS 025 476

Bernard, Desiree
The Synergy of "Rights" Conventions: The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child (CRC), the Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women (The Convention of Belem do Para).
PUB DATE- Oct 96
NOTE- 22p.; Paper presented at the Caribbean Conference on the Rights of the Child: Meeting the Post Ratification Challenge (Belize City, Belize, October 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

ED 408 091 PS 025 503

Dodge, Timothy
Information on Child Abuse: A Selected Bibliography of Federal Government Publications. Research Guide.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Abuse; Child Neglect; Children; Emotional Abuse; Family Violence; *Federal Government; Incidence; Missing Children; Runaways; Sexual Abuse

The overall topic of this annotated bibliography, directed to users of the Auburn University libraries, is child abuse. It contains 63 federal government publications in 4 major areas: (1) definitions and prevalence of child abuse, including child pornography and pedophilia, family violence, abductions, and emotional abuse; (2) recent legislation, including the Child Abuse Prevention and Treatment Act, Child Abuse Amendments of 1984, Child Sexual Abuse and Pornography Act of 1986, and Child Protection and Obscenity Enforcement Act of 1988; (3) child abuse and the criminal justice system, focusing on children as witnesses, civil protection orders, guidelines for agencies, court proceedings, diagnostic imaging, and interviewing abuse victims; and (4) programs and solutions designed to deal with child abuse, including government funded programs, the Family Crisis Program, recommendations to aid domestic violence victims, and congressional testimony on the efficacy of home visiting and family-centered substance abuse treatment. For each entry, the location in the Auburn University libraries and its call number are listed, and a brief description is given. Dates of publication for dated items range from 1974 to 1996. (KB)

ED 408 092 PS 025 507

Isenberg, Joan P., Ed.; Jalongo, Mary Renck, Ed.
Major Trends and Issues in Early Childhood Education: Challenges, Controversies, and Insights.
PUB DATE- 97
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Development; Developmental Continuity; Diversity (Student); *Early Childhood Education; Educational Policy; Educational Research; *Educational Trends; Higher Education; Inclusive Schools; Mainstreaming; Professional Development; Teacher Education
IDENTIFIERS- Developmentally Appropriate Programs; Early Childhood Curriculum; Family Support

Noting that understanding the contexts, continuities, and controversies of early childhood education is a particularly challenging task because of the diversity of the field, this book provides a critical examination of the issues and controversies surrounding early childhood practices, policies, and professional development. The book's chapters are divided into three sections, examining the social, political, and historical trends and issues affecting young people; curricular trends and issues affecting practice; and trends and issues affecting teacher preparation and professional development. The chapters are: (1) "Policies of the Early Childhood Field and

NOTE- 431p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; Behavior Change; Behavior Problems; *Child Rearing; Developmental Stages; Emotional Development; Family Environment; Individual Development; Intermediate Grades; *Parent Child Relationship; Parent Education; Parent Materials; Parenting Skills; Secondary Education; Social Development
IDENTIFIERS- Adolescent Attitudes; *Parenting Styles

Parents' relationship with a child will change when the child becomes an adolescent, but the relationship does not necessarily have to change for the worse. On the premise that knowing what to expect of this change is half the task of successfully parenting an adolescent, this book describes the "normal" developmental changes young people undergo as they enter and move through adolescence, and suggests effective ways of relating to teenagers. Chapters in the first section of the book deal with family basics, such as what makes a good parent, family communication, and variants such as a working mothers and stepfamilies. The next section covers preteens, from ages 10 to 13, including physical health and development, psychological health and development, and the social world of the young adolescent, including school and parents' involvement in their adolescent's education. The third section covers these same areas for teens, from 14 to 17, including teen employment and preparation for college. The final section covers the transition to adulthood, from ages 18 to 20, including issues related to independence. Each section includes a list of related resources. (HTH)

ED 408 109 PS 025 577

Laney, James D.; And Others
Children's Ideas about Aging before and after an Integrated Unit of Instruction.
PUB DATE- Mar 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Attitude Change; *Childhood Attitudes; Elementary School Students; Integrated Curriculum; Primary Education

Because of demographic changes in American society, educators now face the challenge of preparing today's youth for the political, social, and economic effects of an aging population. The purpose of this study was to explore first- and second-graders' ideas about aging and older adults before and after taking part in an integrated unit on aging. The curriculum unit, "Youngster, Oldster," was centered around three broad goals: (1) to promote positive attitudes about aging; (2) to enhance understanding of the aging process; and (3) to develop familiarity and skills in dealing with issues of an aging society. Inquiry-oriented research and narrative history activities included the use of children's literature and opportunities for cross-generational interactions. The unit was pilot tested in one combination first- and second-grade

No Place but Here: A Teacher's Vocation in a Rural Community.
PUB DATE- 88
NOTE- 164p.; Original 1988 hardback edition is out-of-print.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Educational Philosophy; Essays; High Risk Students; *High School Students; High Schools; Local Color Writing; Personal Narratives; *Rural Education; Rural Environment; Rural Youth; *School Community Relationship; Secondary School Teachers; *Teacher Student Relationship; *Teaching Experience; Teaching Styles
IDENTIFIERS- *Vermont

A series of chapter essays delves into the author's experiences as a high school teacher in Vermont's rural "Northeast Kingdom." In essays on such subjects as the Future Farmers of America, sex, courtesy, parents, college, and lovers' quarrels, anecdotal narratives are woven together with reflections on the challenges of teaching, demands peculiar to rural communities, and the difficulties of teaching anywhere. That teachers themselves are educated by their students is a point that is reinforced throughout the book. The essays frequently portray opposing realities: the promise and energy of the young, and the oppressive effect of their cultural and economic disadvantages; the beauty of the Northeast Kingdom and its people, and the rough and sometimes ugly edge of life there; the need for discipline, and the importance of rebellion. By taking the reader into school and out of it, the book explores the relationship of community, family and school to reveal the highest charge of the teacher's vocation: the real and potential lives of his or her students. (Author/TD)

ED 408 126 RC 021 035

Bugaj, Albert M.
Education and Attitudes toward Native Americans.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Studies; American Indians; *College Students; *Cultural Awareness; High Schools; Higher Education; *Racial Bias; *Social Attitudes; Social Bias; Stereotypes; *Student Attitudes; Student Surveys; Treaties
IDENTIFIERS- *Native Americans; University of Wisconsin Green Bay; Wisconsin

A survey of 123 students enrolled in Introduction to Social Psychology at the University of Wisconsin--Green Bay examined attitudes toward Native Americans. The research assessed the effects of educational programs at the secondary and postsecondary level on attitudes toward Native Americans and Native American treaty rights, and also measured the effects of positive contacts between American Indians and respondents on specific attitudes toward treaty rights. Results indicate that either high school or college coursework about Native Americans was related to greater self-reported understanding of treaty rights, knowledge of American Indian culture, and accuracy of that knowledge. Students with high school coursework also reported more direct contact with Native Americans than those without such coursework. Students with coursework about hypothetical highway investment, and case studies to assess efforts at increasing social infrastructure. Chapters are: (1) "Education and Rural Development" (Kevin T. McNamara, Brady J. Deaton); (2) "Education Production and Rural Economic Opportunity" (Kevin T. McNamara, Brady J. Deaton); (3) "Entrepreneurship: A Strategy for Rural Development" (Frank Hoy); (4) "The Impact of Entrepreneurship upon Rural Development" (Max S. Wortman, Jr.); (5) "Developing Rural Economies through Public Infrastructure" (William F. Fox); (6) "The Economic Impacts of Infrastructure Development" (Thomas G. Johnson); (7) "Social Infrastructure and Economic Development" (Louis E. Swanson); (8) "Methods in Rural Development: Policy Analysis" (Thomas G. Johnson); (9) "Policy Analysis with Econometric Models" (Glenn L. Nelson); (10) "Toward Computable General Equilibrium Methods in Rural Economic Development" (David S. Kraybill); (11) "Input-Output Analysis for Rural Development Policy: An Overview and an Example of the Impacts of New Highways in Rural South Carolina" (Mark Henry); and (12) "Social Infrastructure: The Case Study" (Sonya Salamon). Contains references in an extensive bibliography and an index. (SV)

ED 408 142 RC 021 066

Community Development and Research. Aboriginal Peoples Collection = Developpement Communautaire et Recherches. Collection sur les Autochtones.
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English; French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; American Indian Education; *Canada Natives; *Community Action; *Community Development; Community Study; Cultural Relevance; Ethics; Federal Indian Relationship; Foreign Countries; Higher Education; Legal Education (Professions); *Participatory Research; Popular Education; *Research Utilization
IDENTIFIERS- Canada; Researcher Subject Relationship

This report provides Canadian Aboriginal communities with information and resources for carrying out participatory action research and applying the results to community development. Presented in English and French, the report is based on a literature review and a 2-day focus group involving 14 community development experts, Aboriginal community members, academic researchers, and federal agency staff. Part 1 defines the elements of community-controlled development, discusses the role of the federal government in Aboriginal community development, and recommends community action materials. Examples include innovative community-based solutions to family violence and abuse and development of a tribal justice system and a community-based youth court. Part 2 examines research issues, focusing on the community's relationship with outside researchers and consultants, decisions about research needs and relevance, funding, and research ethics. This section also presents steps in doing a community research project: deciding on what research and why; getting started (community involvement and conflicts, research setting, university technical assistance); applying research to community development (politics of research, perils of publication, using

(N=63), and prospective secondary mathematics teachers (N=17). Results indicate that concept maps combined with written essays are viable tools for enhancing and assessing students' organization of mathematical knowledge. Contains 24 references. (DDR)

ED 408 161 SE 060 196

Yusuf, Mian Muhammad
Cognition of Polygons.
PUB DATE- 27 Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Concept Formation; Educational Strategies; Elementary Secondary Education; Equal Education; *Geometry; Learning Strategies; Mathematical Concepts; Mathematics Instruction; Minority Groups; *Programming Languages; Standards; Thinking Skills

The objective of this study was to investigate the effects of Logo Mathematics Tutorial Two (LMT2) for teaching polygons to minority students. The polygons were chosen to develop a sound foundation for further knowledge and exploration in geometry. The subjects (N=23) were middle and high school students that were trained using LMT2. The subjects formed two groups that experienced different amounts of traditional and computer-assisted instruction on polygons. Pre- and post-tests were administered three times to each subject. The results suggest that the students who were first taught polygons through LMT2 have a deeper conceptualization of polygons compared to those taught traditionally. The results support the effectiveness of using Logo Mathematics Tutorial Two for teaching polygons to minority students. Tables providing data on race, gender, and grade level distribution; an analysis of covariance for scores on tests, computer tests, drawings, and interview sheets; and distribution by percent for providing reasons are also included. Contains 29 references. (DDR)

ED 408 162 SE 060 227

Working Together in Mathematics Education.
PUB DATE- 96
NOTE- 16p.; Parts of this document may not film well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Educational Strategies; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; Mathematics Instruction; *Parent Materials; Parent Participation; Problem Solving; Relevance (Education); School Community Relationship; *Standards
IDENTIFIERS- *Alberta; Canada

This booklet provides information to parents, students, teachers, and community members about the new mathematics curriculum in western Canada that was developed as a result of the Common Curriculum Framework for K-12 Mathematics. The curriculum represents a dynamic approach to mathematics with problem solving as the main focus for all grade levels, and is the

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); *Educational Strategies; Elementary Education; *Mathematics Education; Models; *Portfolio Assessment; Portfolios (Background Materials); Teaching Guides
IDENTIFIERS- *Alternative Assessment

This book attempts to portray the reality that teachers face when trying to use portfolios. It uses anecdotes and examples that help carry important messages about portfolio use and contains model conversations and interactions. The conversations between teachers and students demonstrate strategies for involving children in the assessment process in a meaningful way. The conversations with families are designed to suggest ways of communicating information about new assessment approaches to those who are not education professionals. This book offers a variety of planning models that suggest different ways teachers might use portfolios and demonstrate how portfolio requirements can be communicated to students. Chapters include: (1) "What is a Portfolio? Ten Pounds of Potatoes in a Five-Pound Bag!"; (2) "A Portfolio Culture: Classroom Procedures"; (3) "Portfolio Evaluation and Grading: What Should I Do with This Pile of Papers?"; (4) "Measuring the Measurable: Creating a System of Assessment"; and (5) "Conversations and Questions: Do I Really Want To Use Portfolios?" (Contains 40 references.) (JRH)

ED 408 183 SE 060 275

Rowan, Thomas; Bourne, Barbara
Thinking Like Mathematicians: Putting the K-4 NCTM Standards into Practice.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Strategies; Elementary Education; Mathematics Curriculum; *Mathematics Education; *Standards; *Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

This book focuses on the implementation of the National Council of Teachers of Mathematics (NCTM) Standards. Chapters include: (1) "Math Power"; (2) "Directions for Change: The NCTM Standards"; (3) "Children Constructing Knowledge"; (4) "Teachers as Problem Solvers"; (5) "Building Understanding"; (6) "Developing a Plan"; (7) "Implementing the Program"; (8) "Evaluation"; (9) "The Case of One Young Mathematician"; and (10) "Some Questions Answered." (JRH)

ED 408 184 SE 060 276

Saul, Wendy; And Others
Science Workshop: A Whole Language Approach.
PUB DATE- 93
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Strategies; Elementary Education; *Interdisciplinary Approach; Language Arts; Reading Instruction; Science Education; *Science Instruction; *Teaching

Classroom" (Erin Roche); (3) "Creating Space: Moving from the Mandatory to the Worthwhile" (Ushma Shah); (4) "The Rock House: Barriers in Education and Their Demolition" (Joni Garlock); (5) "Building Bridges toward Democracy" (Noelle Hawk Jaddaoui); (6) "Creating a Democratic Classroom: Empowering Students within and Outside School Walls" (Krista Sorensen); (7) "To Give My Students Wings" (Katie Poduska); (8) "Vision, Vitality, and Values: Advocating the Democratic Classroom" (Mary Cunat); and (9) "Conclusions: A Look Backward and the Road Ahead" (Landon E. Beyer). (EH)

ED 408 206 SO 027 168

Fishman, Nancy; Jacobs, Barbara
Urban Gateways 1993 Annual Report.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; Art Activities; Art Education; Art Expression; Community Cooperation; *Creative Art; Elementary Secondary Education; Fine Arts; Partnerships in Education; *School Community Relationship; Teaching Methods; *Theater Arts; Urban Education; Visual Arts
IDENTIFIERS- *Urban Gateways

This 1993 annual report describes the Urban Gateways' efforts to bring creative and performing arts into the schools. Designed to enhance school-community relations and increase participation in the arts, Urban Gateways advocates arts experiences as a way to develop the creativity, expressiveness, self-confidence, and conceptual and problem-solving skills children need to be successful. The program's efforts recognize the significance of understanding the many rich and colorful cultures of society. Urban Gateways is in its 35th year of providing arts-in-education programs to Chicago area residents. The report features the Parent Community Council, young artists, workshops, school assembles, live performances, and new initiatives. Urban Gateways is one of the world's largest and most comprehensive arts-in-education programs. (EH)

ED 408 207 SO 027 170

Stark, Rebecca
Creative Ventures: The Media.
PUB DATE- 87
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Thinking; Elementary Education; Interdisciplinary Approach; *Mass Media; *Mass Media Effects; Mass Media Use; Popular Culture; Problem Solving; Propaganda; Social Influences; *Social Studies; Socialization

The open-ended activities in this book are designed to extend the imagination and creativity of students and to encourage students to examine their feelings and values as influenced by the media. The activities focus upon the cognitive and affective pupil behaviors described in Williams' Model: fluent thinking; flexible thinking; original thinking; elaborative assertions and connects them to the importance of formal education in the skills of critical feeling through the fine arts. (Author)

ED 408 231 SO 027 506

Hayward, Philip, Ed.
Picture This: Media Representations of Visual Art and Artists.
PUB DATE- 88
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Architecture; *Art; Art Education; Art History; Artists; *Cultural Images; Feminism; Foreign Countries; Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Painting (Visual Arts); Photography; Popular Culture; Postsecondary Education; Sculpture; Secondary Education; Television; *Visual Arts
IDENTIFIERS- *Postmodernism

Media, particularly in the form of broadcast television, has revolutionized an individual's relationship to culture and cultural practices. This anthology examines the complex set of relationships between art forms, popular cultural practices (including watching television), technology, and audiences. Focus is upon visual arts and artists, and particularly on painting/photography, sculpture, and architecture. Essays include: (1) "Echoes and Reflections: The Representation of Representations" (Philip Hayward); (2) "Representing Art or Reproducing Culture?--Tradition and Innovation in British Television's Coverage of the Arts, 1950-87 (John Wyver); (3) "Postmodernism, Television, and the Visual Arts--A Critical Consideration of the 'State of the Art'" (John Roberts); (4) "All That is Solid Melts on the Air--Art, Video, Representation, and Postmodernity" (Steven Bode); (5) "Artists Mythologies, and Media Genius, Madness, and Art History" (Griselda Pollock); (6) "The Architect as Ubermensch" (Julian Petley); (7) "The Childish, the Insane, and the Ugly--Modern Art in Popular Films and Fiction of the Forties" (Diane Waldman); (8) "Critical Contradictions--Media Representations of 'The Dinner Party' as 'Feminist Art'" (Marie Gillespie; Sylvia Hines); (9) "Art and Images of Women--An Interview with Gina Newson" (Sylvia Paskin); (10) "Screening Photography" (Andrea Rehberg); (11) "Gardens of Speculation--Landscape in 'The Draughtsman's Contract'" (Simon Watney). Notes on the contributors, a filmography index, and an index conclude the work. (MM)

ED 408 232 SO 027 582

Osborn, Barbara
Citizenship in a Media Age: Building the Common Good. A Media Literacy Workshop Kit. Leader's Guide and Handout Masters.
SPONS. AGENCY- California Council for the Humanities, San Francisco.
PUB DATE- Jun 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advertising; *Citizenship; Law Related Education;

*Faculty Development; Focus Groups; *Inquiry; *Leadership Qualities; Mathematics Education; Mathematics Teachers; *Teacher Collaboration

IDENTIFIERS- *Facilitator Styles

The Teaching Facilitator portion of the Mathematics for Tomorrow project seeks to help a small number of teacher-leaders acquire the skills, beliefs, and knowledge they will need to lead their peers in ongoing inquiry and investigation into mathematics teaching practice. This descriptive study examines the experiences, beliefs, and concerns of seven teacher leaders who were involved in the study over a period of two years. Facilitators views about the nature of inquiry and inquiry groups, the role of their own knowledge of mathematics and beliefs about pedagogy, and the tensions between taking on leadership and maintaining collegial relationships with peers represent significant issues for facilitators. This paper addresses both conceptual issues concerning facilitators developing knowledge, roles, identity, and power, and more practical issues of time and other supports needed to make these new roles feasible. (Contains 30 references.) (Author/JLS)

ED 408 250 SP 037 340

Wilcox, Bonita L.; And Others
Intelligent Portfolios for Professional Development.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Doctoral Degrees; Electronic Mail; Elementary Secondary Education; Graduate Students; Higher Education; Microcomputers; Optical Data Disks; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; *Teacher Competencies; Teachers; World Wide Web

The intelligent electronic portfolio goes beyond assessment of teachers to a method of strengthening their professional development in the classroom. Adopted for teachers in a 3-year doctoral program, the intelligent electronic portfolio is a collection of artifacts, indicating competencies and skills, a place to showcase accomplishments and achievements, and a living, working portfolio which makes learning visible. The core system chosen is the laptop portable computer. The elements of a portfolio (reading, thinking, interacting, demonstrating, and writing) are enhanced by the use of technology: (1) "reading" professional literature and organizing data requires network access (electronic mail, newsgroups, and World Wide Web access); (2) "thinking" about artifacts collected is easier for the teacher through the use of "Web Helper Applications"; (3) "interacting" with others in one's discipline is made possible through the use of distance learning media; (4) "writing" requires the use of office software, especially word processing and desktop publishing; and (5) "demonstrating" is possible with the help of a graphics presentation package. The CD-ROM is the ultimate product of the intelligent portfolio. Six figures display information on the intelligent portfolio. (Contains 29 references.) (SPM)

ED 408 251 SP 037 341

Tunks, Jeanne L.
From Isolation to Integration: The Change Process in an

public and private schools, were interviewed several times over the school year. Analysis of the data revealed several important areas of impact regarding use of telecommunications technology related to teacher reflection and collaboration. Some outcomes were: self-disclosure, infusion of new ideas, descriptive feedback, frequency of affirmation, sustained discourse, and more authentic sources. Study data showed that teachers do value learning from other teachers and that collaborations, partnerships, and networks like the one described appear essential to providing opportunities for teachers to learn and communicate with groups outside the school building. Telecommunications technologies appeared capable of fostering a "culture of inquiry," moving teachers beyond the boundaries of their own classrooms, schools, and districts. Networked technologies constituted a flexible and dynamic response to the specific and changing needs of teachers and were immediately accessible and sustainable. A chart showing "Claims for Teacher Use of Educational Telecommunications Technologies" is appended. (Contains 33 references.) (ND)

ED 408 269 SP 037 359

Joram, Elana; Gabriele, Anthony J.
Preservice Teachers' Prior Beliefs: Transforming Obstacles into Opportunities.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Education Majors; Educational Psychology; Elementary Education; Higher Education; Instructional Improvement; Preservice Teacher Education; *Student Teacher Attitudes; Teacher Educators
IDENTIFIERS- *Preconceptions; *Preservice Teachers

Prospective teachers have well-developed beliefs about learning and teaching that can form obstacles to instruction. Two studies explored a set of beliefs that preservice teachers expressed about learning, teaching, and the role a course in educational psychology played in their professional training. In the first study, a set of preservice teachers' beliefs about learning and teaching were identified as well as specific steps for taking those beliefs into account in teacher education. The results of the study indicated that many more preservice teachers felt their views of learning and teaching changed when preconceptions were targeted in instruction than when they were not. In Study 2, preservice teachers were asked to define learning and teaching before and after taking a course in educational psychology, and to describe how their beliefs had changed as a result of taking the course. The studies suggest that targeting preservice teachers' prior beliefs in instruction has a significant impact on their beliefs about learning and teaching. A glossary and two frequency tables are appended. (Contains 23 references.) (Author/ND)

ED 408 270 SP 037 360

Cantor, Jim
The Development of Beginning Teachers as Social Justice Educators in the Context of a School-University Partnership.

studies. Missouri's Framework for Curriculum Development provides districts with a "frame" for building curricula using Show-Me Standards as a foundation. District curriculum guides furnish the interior curricular plan and appropriate instruction. This guide provides teachers with information and strategies for integrating the curriculum described in each separate framework. The five sections cover: (1) what curriculum integration is; (2) how to get started; (3) development of integrated units, projects, and activities; (4) reasons for integrating the curriculum; and (5) assessment of student performance. (Contains 56 references.) (ND)

ED 408 290 SP 037 398

Williams, Lisa G.
Supervision Models with Respect to Physical Education Needs.
PUB DATE- Jan 97
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; High School Students; Literature Reviews; *Models; *Physical Education; *Physical Education Teachers; Teacher Competencies; *Teacher Evaluation; *Teacher Supervision; Theory Practice Relationship
IDENTIFIERS- *Mississippi

This paper focuses on several models of supervision in public schools with respect to needs in physical education. A literature review examined the traditional, counseling-based, self-analysis, competency-based, and systematic supervision models. Findings include the use of each model and the failure of each in the physical education setting. One systematic tool, the Academic Learning Time-Physical Education (ALT-PE) is presented; it measures the portion of time that a student is involved in motor activity at an appropriate success rate. This tool can best be used within the competency-based supervision system. A second tool, the "Qualitative Measures of Teaching Performance Scale (QMTPS)," helps to determine why some teachers are better at effecting student learning than other teachers. This instrument would be best used in clinical supervision and self-analysis models. The study concludes that the systematic supervision model is best for physical education because it combines the best aspects of all the models. Recommendations for the future of physical education in Mississippi are suggested. Appendices provide the two supervision tools (the ALT-PE and the QMTPS). (ND)

ED 408 291 SP 037 400

Yarber, William L.
Looking into AIDS Student Book and Instructor's Guide .
PUB DATE- 89
NOTE- 130p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum

instruction in use of literacy strategies, instructional scaffolding, and teaching for independence. Quantitative data was collected over a 9-month period, comparing the performance and rate of improvement of treatment groups of four and six students with those of a comparison group of nine students who received instruction in small literacy development groups. The number of students in the comparison group decreased as students moved into the second treatment group. The achievement of treatment and comparison students was compared to that of all 33 first graders in the school. Student performance was measured using an informal survey of oral reading fluency, accuracy, and comprehension, and the reading components of the Iowa Test of Basic Skills. The program seemed to meet some of its goals, but fell short of others. There is evidence that the program helped students to achieve an accelerated rate of growth in their literacy learning and to read accurately and with average comprehension. The treatment group students did not achieve expected normative benchmarks in oral reading fluency or the norm-referenced measure, and they did not seem to attain the average level of performance of their peers on literacy measures. (Contains 33 references.) (SLD)

ED 408 310 TM 026 530

Smith, Wade C., Jr.
A Review of the Research into Teaching Styles/Behaviors' Impact on Students' Cognitive Outcomes and Bloom's Taxonomy.
PUB DATE- Jan 97
NOTE- 50p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Behavior Patterns; *Cognitive Style; Elementary Secondary Education; Instructional Effectiveness; Literature Reviews; *Outcomes of Education; Research Needs; *Teacher Characteristics; Teacher Evaluation; *Teaching Methods
IDENTIFIERS- *Blooms Taxonomy

Since the 1890s, researchers have been studying the impact of teachers' characteristics and styles on their students' progress. Many attempts to quantify basis of quality teaching have been made. The research into teaching styles has traveled through four distinct phases. The first was concerned with describing the characteristics of the effective teacher, although there was not any attempt to determine whether the identified teacher qualities were actually correlated with student learning outcomes. A second phase was a series of studies into the various methodologies of teaching. These studies led to the investigation of process-product processes, as displayed in the development of teacher assessment instruments. Researchers are currently trying to identify the interpersonal teaching styles of teachers and to determine their effects on student cognitive and affective outcomes. Research has not yet addressed the effect of interpersonal teaching behavior and student cognitive outcomes at the six taxonomic levels of cognition developed by B. Bloom. Research to investigate the correlations and the significance of any correlations among students responses to the Questionnaire on Teacher Interaction, achievement test scores, and cognitive outcomes is proposed. (Contains 50 references.) (SLD)

ED 408 311 TM 026 531

*Statistics; Teaching Methods

The instructional design possibilities of a computer-assisted learning environment that would provide feedback to students in an introductory statistics class were studied. Cognitive styles that were thought to relate to mathematical or statistical processes were tested, including field independence and field dependence, locus of control, and holism and serialism. Participants were 102 graduate education students who were assigned to text-only, text and static graphic, and text and animated graphic presentation modes. The computer presentation included a pretest of statistical knowledge, the presentation of content information, and questions designed to determine the cognitive styles. Results suggest that text-only presentation was significantly different for students with various levels of field independence. No significant differences for presentation method were found based on locus of control and holism/serialism. There was gain in knowledge for all three modes of presentation, although sample sizes were very small. (Contains 24 references.) (SLD)

ED 408 329 TM 026 582

Wise, Steven L.
Examinee Issues in CAT.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Attitudes; Equal Education; Item Banks; Review (Reexamination); *Student Attitudes; Student Motivation; Test Anxiety; *Test Construction; Test Items; *Testing Problems; Timed Tests
IDENTIFIERS- Calibration

The perspective of the examinee during the administration of a computerized adaptive test (CAT) is discussed, focusing on issues of test development. Item review is the first issue discussed. Virtually no CATs provide the opportunity for the examinee to go back and review, and possibly change, answers. There are arguments on either side of the item review issue, and test givers should weigh them carefully, considering examinee anxiety and performance factors. Another issue is that of time limits, which have little benefit for test takers, but serve only the interests of test givers. CAT developers should consider very liberal time limits or none at all, especially since a CAT is shorter than its conventional testing counterparts. Test anxiety may be increased in a CAT environment, and test developers should be aware of the potential for anxiety among examinees. Another issue is that of examinee motivation. CAT developers should be aware of the effects of test consequences on test performance to ensure that data used to calibrate item banks are collected under conditions that have the same consequences as the operational test. Equity is an important issue in CAT, since some examinees will have less computer experience than others. Each of these issues has implications for the validity of inferences made from CAT scores and should be considered when CATs are used. (Contains 27 references.) (SLD)

ED 408 330 TM 026 583

with those from other studies of persistence, but show more time profile detail. Race differences were found to vary over time, but these differences might reflect differences in the institution, the students, or inadequate multivariate controls in other studies. The hazard model permits analysts to examine whether factors influencing student dropout or graduation vary by initial year of enrollment. More detailed analysis of subgroup hazards should help administrators meet the needs of at-risk groups. (Contains two figures and five tables.) (SLD)

ED 408 348 TM 026 638

Svensson, Allan; And Others
Changes in Intelligence from 1960 to 1995 in Relation to Cohort, Gender, and Socioeconomic Background.
PUB DATE- Mar 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change; Cohort Analysis; Educational History; Elementary Education; *Elementary School Students; Foreign Countries; Intelligence; *Intelligence Tests; Preschool Education; Sampling; Scores; Sex Differences; Socioeconomic Status; Spatial Ability; *Test Results; Thinking Skills; *Verbal Ability; Vocabulary
IDENTIFIERS- Reasoning Tests; *Sweden

As part of a continuing evaluation of the Swedish school system, changes in intelligence test scores from 1960 to 1995 were studied in relation to cohort, gender, and socioeconomic background. Changes in verbal, spatial, and reasoning ability were studied by comparing results on identical tests given to representative samples of Swedish 13-year-olds on six occasions from 1961 to 1995. The first data collection involved about 12,000 students, 90% of whom were in sixth grade in 1961. In 1966 approximately 10,500 students born in 1953 were studied. The 1980 data collection, the third overall, used approximately 9,000 students, mostly born in 1967. The fourth, fifth, and sixth data samples were drawn in about the same way as the third sample, using mostly students born in 1972, 1977, and 1982. Verbal test scores tended to rise until 1980, after which there was a stronger tendency in the opposite direction. However, behind the decrease are changes in the proportion of older Swedish and foreign words, so that it is really only possible to say that students' vocabularies are different than they were 35 years earlier. Results in the spatial test rose considerably up to 1995 and girls' results more nearly approached boys' over the period. These changes may reflect the introduction of preschool and comprehensive school education in Sweden. In the reasoning test, increases were found for the first two decades, again perhaps reflecting changes in the educational system. An appendix contains five tables of test results. (Contains 3 figures, 16 tables, and 16 references.) (SLD)

ED 408 349 TM 026 749

Morgan, George A.; Gliner, Jeffrey A.
Helping Students Evaluate the Validity of a Research Study.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American

and educational accountability; (10) education policies and student learning; (11) adult literacy; (12) educational quality of the workforce; (13) organization and restructuring of schools; (14) mathematics teaching and learning; (15) science teaching and learning; (16) education finance and productivity; and (17) literature teaching and learning. In most cases, the title of the Center is included, but some will be incorporated into existing Centers. (Author/SLD)

ED 408 367 TM 027 402

Gerald, Debra E.; Hussar, William J.
Projections of Education Statistics to 2007.
PUB DATE- Jun 97
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; College Graduates; *Educational Trends; *Elementary Secondary Education; *Enrollment Projections; Futures (of Society); High School Graduates; *Higher Education; Private Schools; Public Schools; School Demography; *School Statistics; Tables (Data); *Trend Analysis
IDENTIFIERS- *National Center for Education Statistics

"Projections of Education Statistics to 2007" is the 26th report in a series begun in 1964 that revises projections annually to show statistics on elementary and secondary schools and institutions of higher education at the national level. Included are projections for enrollment, graduates, classroom teachers, and expenditures. In addition, this report contains projections of public school elementary and secondary enrollment and high school graduates to the year 2007 at the state level. These projections are not intended to supplant detailed projections prepared in the individual states. Projections in this report reflect revisions influenced by the 1990 Census and its 1995 estimates. A methodology section describes models and assumptions used to develop the projections, which are based on a cohort-survival model, an age-specific enrollment rate model, exponential smoothing models, and econometric models. Most of the projections include three alternatives, based on different assumptions about growth paths. The first alternative set, the middle alternative, is considered to be the most likely projection, but the high and low alternatives present a reasonable range of outcomes. Total public and private elementary and secondary school enrollment is projected to increase to 54.3 million by the year 2007, an increase of 7% from 1995. Higher education enrollment is projected to increase from an estimated 13.9 million in 1995 to 16.1 million in 2007. Accompanying these increases will be increases in the numbers of high school and college graduates and classroom teachers. Four appendixes contain technical information, supplementary tables, remarks on data sources, and a glossary. (Contains 1 chart, 71 figures, 52 tables, 26 methodological tables, and 12 supplementary tables.) (SLD)

ED 408 368 TM 027 403

Brick, J. Michael; And Others
Reinterview Results for the School Safety and Discipline and School Readiness Components. 1993 National Household Education Survey. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

Arts; *Workshops
IDENTIFIERS- *Colorado (Denver)

The Crossover Project of the Aurora and Denver (Colorado) areas is a networking and resource nonprofit organization that delivers multicultural programs to attempt to create social transformation through the arts. The Project sets up an environment to support personal, group, neighborhood, community and social change through its educational, cultural, and neighborhood-organizing programs. This directory lists workshops and assembly programs offered through the Crossover Project to supplement or enhance a curriculum or occasion. The programs are grouped into the following categories: (1) dance; (2) music; (3) poetry; (4) storytelling; and (5) theater. A series of seven hands-on workshops called "Cultural Closeups" presented in one or two classes is also described. Each program description tells about the content and the artists performing. Three additional programs are described. The application form to arrange one of these programs is attached. (SLD)

ED 408 386 UD 031 739

Race Relations and Equal Education Opportunities at Proviso West High School.
PUB DATE- Mar 96
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Bias; *Civil Rights; Educational Environment; *Equal Education; *High School Students; High Schools; Minority Groups; Parent Attitudes; Racial Composition; *Racial Relations; Secondary School Teachers; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Illinois

The Illinois Advisory Committee to the U.S. Commission on Civil Rights prepared this report as part of its responsibility to advise on civil rights in Illinois and in response to an article about race relations at Proviso West High School, Hillside (Illinois) that appeared in "The New York Times." To study the racial climate and educational opportunities at the school, the Committee solicited the opinions of 45 students, 18 faculty and staff members, and some administrators, parents, and community members. The "Times" article described the school as a school built in the 1950s as an all-white school that was considered a model of educational opportunity. As the racial composition of the school became predominantly minority over the years, the economic status of the area declined, and residents of the community began to vote down school referenda. Following an introduction, the second part of this report gives background and demographic information on the school and community. The third part presents comments of student participants, and the fourth section contains the remarks of faculty and administrators. Part five presents the statements of parents and community members, and part six presents the Committee's observations and conclusions. It seems that a residual attitude of prejudice from parents and friends is found in the communities that feed students to Proviso West High School. It also seems that the students have learned to tolerate and ignore prejudicial behavior at school and among their peers as long as it is not directed towards themselves. Five appendixes contain the "Times" article, some supporting letters, and a statement from the article's author. (Contains 16 tables.) (SLD) with planning; (5) are important throughout the grades; (6) cannot be effective without a focus on students; (7) include the community; (8) help schools reach the "hard-to-reach"; (9) link to the curriculum and student learning; and (10) meet the challenges of all six types of involvement. An appendix presents the interview protocol. (Contains four references.) (SLD)

ED 408 404 UD 031 758

Chin, Gabriel; And Others
Beyond Self-Interest: Asian Pacific Americans toward a Community of Justice. A Policy Analysis of Affirmative Action.
PUB DATE- Dec 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Admission (School); *Affirmative Action; *Asian Americans; Educational Discrimination; Elementary Secondary Education; *Equal Education; Higher Education; Minority Groups; *Pacific Americans; Policy Analysis; Public Policy; Racial Bias

In this policy analysis of affirmative action, four Asian Pacific American law professors make a case for affirmative action with a special focus on Asian Pacific Americans (APAs). It is asserted that affirmative action produces many benefits, such as reducing the harm of racism, promoting equal opportunity, and advancing racial justice. However, many of the costs of affirmative action have been misconceived or exaggerated. Part I introduces the affirmative action controversy and the urgent need for APAs to become involved in the public policy debate. Part II presents general arguments for affirmative action, stating the case for race-conscious social remedies and countering the arguments of meritocracy and color-blindness. Part II focuses specifically on APAs and their history of suffering discrimination and their accomplishments with and without affirmative action. Section D of Part II discusses college admissions, an area of special concern for APAs. Part IV explains how APAs have an opportunity to defend affirmative action in a way that challenges both conservative and liberal stereotypes. (SLD)

ED 408 405 UD 031 759

Petro, Janice Rose
The Chapter I Challenge: Colorado's Contribution 1995.
PUB DATE- Oct 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Accountability; *Compensatory Education; *Disadvantaged Youth; *Educationally Disadvantaged; Elementary Secondary Education; *Federal Legislation; Minority Groups; Program Descriptions; Standards; *State Programs; Urban Schools
IDENTIFIERS- *Colorado; Education Consolidation Improvement Act Chapter 1; *Elementary Secondary Education Act Title I; Improving Americas Schools Act 1994

Chapter I of the Elementary and Secondary Education Act (ESEA) is the largest federally-funded program designed to provide services to elementary and secondary students to meet the

Two Year Colleges
IDENTIFIERS- Japan

This curriculum outline introduces the components of a creative writing course which acquaints students with various forms of Japanese poetry. First, the goals and student objectives of the course are presented, emphasizing the history and different forms of Japanese poetry such as "renga," a kind of challenge poetry which will be used to develop skills used in more contemporary writing forms; "haiku," to distill thoughts of other literary forms (prose, long poems, and plays); and "tanka." Students will be encouraged to use the poetic forms as well as meditation and "koan" (a kind of riddle) to stimulate creative thought, break writing barriers, and inspire the use of the concrete detail in writing. Next, the course outline and assignments are listed; they are followed by a description of the methods used for evaluating students, which focus on the students' production of their own works based on Japanese poetry and the use of concrete detail. A list of discussion questions is then provided. The activities and strategies for presenting material are summarized, focusing on the process of creation and examining the importance of both the "experiencer" and the creator to the creative process. The remainder of the outline lists the audiovisual aids used in the course, and explains the importance of concrete detail in any genre. Includes a list of suggested sources for teaching Japanese poetry and course material. Contains an annotated bibliography. (TGI)

ED 407 963 JC 970 290

McDoniel, Larry
Reading and Writing about Pacific Rim Cultures. Asian Studies Instructional Module.
PUB DATE- 97
NOTE- 17p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; College English; Community Colleges; *Course Content; Cross Cultural Studies; Cultural Pluralism; Curriculum Guides; *English Curriculum; *English (Second Language); Foreign Countries; *Immigrants; Introductory Courses; Learning Modules; Two Year Colleges
IDENTIFIERS- *Pacific Rim

This curriculum outline introduces the components of a course which acquaints non-native English-speaking college students with Pacific Rim cultures while providing the writing and reading skills necessary for success in college. First, the goals and student objectives of the course are introduced, emphasizing the use of the Pacific Rim cultures and immigrant experience to expose students to referential writing and to the necessary college reading and writing practices. Next, the course's outline and assignments are presented, focusing on an essay assignment comparing educational experiences in different countries, an essay assignment dealing with a controversial issue related to the immigrant/refugee community living in the local area, and a list of various activities for students to use, both in and out of class. The different criteria for evaluating students are then described, highlighting peer review sheets and responses, an English-as-a-Second-Language (ESL) composition profile, timely completion of the assignments, and references to the test sources provided.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apartheid; *College Role; *Community Colleges; *Economic Development; *Educational Change; *Educational Needs; Ethnic Groups; Foreign Countries; Governance; Government School Relationship; Labor Force Development; *Racial Segregation; Skill Development; Two Year Colleges
IDENTIFIERS- *South Africa

Post-apartheid South Africa has been struggling with the question of how to restructure its institutions of higher education to both foster an equitable society and contribute to economic and technological development. Proponents of community colleges in the United States suggest that these institutions may best meet South Africa's needs. Community colleges or similar institutions have developed across the world and, despite differences in governance and mission, face similar challenges related to articulation with the indigenous educational system, quality control, and developing a mix of programs to meet both local and general needs. Changes in South Africa have made the nation ripe for educational reform, but the country's economic growth depends upon an educated workforce and the elimination of social barriers. The national Commission of Higher Education, formed in 1995, is seeking a centrally controlled governance system for the nation's higher education. Community colleges, however, are intended to be locally-steered institutions, responding to the market over state regulation and enjoying considerable autonomy. While community colleges may be able to provide the skills training needed by South Africa and help redress social inequities, care must be taken that they do not become additional tools for separating the countries ethnic groups. Community colleges should maintain high standards for both black and white students and operate under agreed-upon goals. Contains 40 references. (HAA)

ED 407 982 JC 970 322

Mahoney, James R.
The American Community College: A Perspective.
PUB DATE- Feb 97
NOTE- 16p.; In: Lategan, Laetus, Ed. Introducing Community Colleges to South Africa: Regional, National, and International Perspectives. South Africa, University of the Free State, 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Accountability; *Change Strategies; *College Planning; *Community Colleges; Democracy; Educational Finance; Governance; Institutional Characteristics; *Institutional Mission; Models; *Organizational Objectives; School Community Relationship; *Social Influences; Two Year Colleges

Community colleges are democracy's colleges in the sense that the humanistic, inclusive, and flexible ideas at their core are democratic in tone and substance. Although these core ideas have not changed over time, the external pressures that shape program emphases, organizational structures, and community relations have. These forces include the private sector's escalating demands for better trained, higher skilled employees; the impact of new technologies; the reduction of state financial support; public concern over the cost of a college education; public concern about the integrity of higher

*Enrollment; Enrollment Influences; Enrollment Trends; *Institutional Characteristics; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Pennsylvania College of Technology

This report provides a statistical profile of Pennsylvania College of Technology (PCT) and its service area for 1996-97. The first two sections provide a profile and history of the college, organizational charts, and a description of the governance system. Section III provides tables on students, including numbers of applications, enrollments, and graduates; enrollments by age, gender, attendance status, race, and county of residence; entering students' high school rankings and test scores and grades by division; student reasons for enrolling and leaving PCT; graduates' placements and salaries by division and major and national occupational growth projections; and continuing education enrollments by program area and location. Section IV describes PCT's potential student market, reviewing statewide population distributions and enrollment trends, high school graduation rates by county, and college entry rates by county and for PCT, while section V reviews statewide unemployment by county and enrollment, tuition, and fees at 14 competing institutions in PCT's service area. Section VI focuses on PCT personnel, including full- and part-time staff by occupational activity, racial/ethnic background, and gender; average full-time salaries by employee group and academic status; and faculty distribution by division and academic rank. Finally, section VII provides campus maps and descriptions of facilities, square footage, and classroom and lab space, while section VIII presents financial data related to tuition and fees by attendance and residency status; financial aid awarded; revenue by source; expenditures by function; and grant and contract revenue by source. (HAA)

ED 408 001 JC 970 348

Cunningham, Stephen
Non-Matriculant Survey Report, Fall 1995.
PUB DATE- Apr 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropout Characteristics; Dropout Research; *Enrollment Influences; *Family Income; Housing Deficiencies; *Student Attitudes; Student Educational Objectives; Technical Institutes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Pennsylvania College of Technology

In fall 1995, Pennsylvania College of Technology undertook a study of students who were accepted for admission but did not enroll to determine their reasons for not enrolling. Surveys were mailed to the 1,619 students, out of 3,524 accepted in fall 1995, who did not enroll, receiving responses from 52.4% (n=849). Study results included the following: (1) response rates varied significantly by age and family income, with non-matriculants 20 or younger more likely to respond than those over 20 and those with family incomes under $30,000 less likely than those with family incomes over $40,000; (2) only 48% of non-local applicants matriculated in fall 1995, compared to 60% for the local 10-county area; (3) applicants with deficient academic preparation were less likely to actually enroll than those with adequate preparation; (4) only 48% of the applicants who expected to be employed part-time, but over 20 hours per week, matriculated, compared to 57% expecting to work full-time

Family Income; Family (Sociological Unit); Infants; Mortality Rate; Parent Background; Population Trends; Poverty; School District Spending; School Districts; School Effectiveness; *Social Indicators; Tables (Data); Trend Analysis; Violence; *Well Being

IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; *Indicators; *Kentucky; Medicaid; Supplemental Security Income Program

This Kids Count data book examines trends in the well-being of Kentucky children on a state-wide, county, and school district basis. An introductory essay finds a strong link between the percentage of adults completing high school in a given school district and various indicators: As the percentage of adults completing high school increases, the average household income increases and the poverty rate and high school dropout rate decrease in that district. The data book groups statewide and county data into four categories: (1) demographics (by age and race); (2) birth trends (crude and teen birth rates, infant mortality rate, births to unmarried women, age and, if over 25, education of women giving birth); (3) number of children in four Federal antipoverty programs; and (4) incidence of physical and sexual child abuse and child neglect. The book also groups statewide and school district data into four other categories: (1) community data (makeup of households, average household income, poverty rate by age, and education of householder); (2) school trends (enrollment, per pupil spending, and subsidized lunches); (3) property tax rates and revenue sources; and (4) school performance indicators (Kentucky Instructional Results Information System (KIRIS) performance, ACT scores, Commonwealth diplomas, and retention rate, dropout rate, transition rate, and attendance rate). A glossary presents definitions, methodology, and data sources. (EAJ)

ED 408 019 PS 025 135

George, Yvetta; And Others

Peer Mediation Training: A Solution to Violence in Schools.

PUB DATE- Nov 96

NOTE- 5p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Behavior Problems; *Conflict Resolution; Elementary Education; *Program Attitudes; Program Effectiveness; Program Evaluation; Student Attitudes; *Student Behavior; Training Methods; Violence

IDENTIFIERS- Mediators; *Peer Mediation

To ameliorate violence in schools, many programs are being developed to provide students with tools to help them successfully resolve conflicts. However, there is a limited amount of quantitative data supporting their effectiveness. This study was an effort to add to the pool of research on the effectiveness of peer mediation training in schools. The study evaluated the Peaceful Solutions Peer Mediation Training Program (George and Keiter, 1993) by surveying student and administrator attitudes about the program. Participants were third, fourth, and fifth graders at seven schools in Florida who received 13.5 hours of training as peer mediators. Approximately 1 month after being trained they were asked to respond to a 6-item survey constructed to solicit their caseworker activity, and contact and closeness with biological and foster families. Section 4, "Summary and Conclusions," summarizes the outcomes experienced, discusses factors associated with outcomes of out-of-home care, and offers recommendations for future research and program and policy development. Appendices summarize outcome studies of out-of-home care in tabular and narrative form and summarize studies relating out-of-home care to homelessness. (Contains about 80 references.) (KDFB)

ED 408 037 PS 025 411

Thomas, Nancy G., Ed.
Social Policy Report, 1996.
PUB DATE- 96
NOTE- 121p.; For 1995 reports, see ED 404 000.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Child Advocacy; *Child Development; Child Welfare; Childhood Needs; Children; *Developmental Programs; Disabilities; Educational Policy; Elementary Education; Immigrants; Inclusive Schools; Latin Americans; Nutrition; *Policy Analysis; *Policy Formation; *Public Policy; Social Problems
IDENTIFIERS- Individuals with Disabilities Education Act; *Social Policy

These four serials address issues of concern for child development researchers and specialists and also address the implications for policies affecting children. The first issue reports on "Latin American Immigration and U.S. Schools." The report provides an overview of Latin American immigration, its impact on schools, and efforts to improve academic achievement. The second issue reports on "Inclusion of Young Children with Disabilities." The articles examine inclusion of children with disabilities, influences on children with disabilities, definition of inclusion, costs involved, implications for policy, and an update on the "Reauthorization of the Individuals with Disabilities Education Act." The third issue examines "Building Research and Policy Connections: Training and Career Options for Developmental Scientists." The report focuses on the effects of developmental research on public policy, research skills, and career paths. The final issue examines nutrition and its effects on children's biological, psychosocial, and behavioral development, the importance of nutrition in child development, and the role of nutrition in cognitive development and economic progress. Finally, a brief addresses "U.S. Nutrition Programs Under Welfare Reform." (Author/SD)

ED 408 038 PS 025 415

Implementation of Head Start in Ohio.
PUB DATE- Apr 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Quality; Financial Support; *Preschool Education; Program Evaluation; Program Implementation
IDENTIFIERS- *Ohio; *Project Head Start; State Policy; Welfare Reform

This report from the Legislative Office of Education Oversight

Preschool"; (12) "Personal Belongings"; (13) "Insurance Coverage for Children"; (14) "Drop-off/Pick-up Procedures"; (15) "Emergency Medical Procedures"; (16) "Clothing"; (17) "Observation Booth Policy"; (18) "Illness"; (19) "Medication"; and (20) "Schedules." (SD)

ED 408 056 PS 025 456

Osofsky, Joy D., Ed.
Children in a Violent Society.
PUB DATE- 97
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childhood Needs; *Children; Emotional Response; *Intervention; Mass Media Effects; *Prevention; Program Effectiveness; Public Policy; Social Problems; Victims of Crime; *Violence; *Well Being
IDENTIFIERS- Witnesses to Violence

Today's children are bombarded with images of violence in cartoons, news reports, television shows, computer games, movies, and other media. In growing numbers, they are also exposed to real-life violence in their own homes and communities--as witnesses, victims, and increasingly, as perpetrators. Emphasizing the need for early intervention and prevention, this book examines the impact of violence exposure on children and youth, discusses several existing programs, and proposes new approaches to the problem. The first section of the book details the incidence, scope, and impact of the violence epidemic. This section's chapters are: (1) "Children and Youth Violence: An Overview of the Issue" (Osofsky); (2) "Exposure and Response to Community Violence among Children and Adolescents" (Jenkins and Bell); (3) "What Children Can Tell Us about Living in a War Zone" (Garbarino and Kostelny); (4) "Firearm Injuries Affecting U.S. Children and Adolescents" (Christoffel); (5) "Media Violence and Youth" (Murray); (6) "The Experience and Effects of Violence in Infancy" (Zeanah and Scheeringa); (7) "Incubated in Terror: Neurodevelopmental Factors in the 'Cycle of Violence'" (Perry); (8) "The Development of Violence and Crime as It Relates to Security of Attachment" (Fonagy and others). The second section of the book examines exemplary prevention and intervention programs currently in place in major cities. This section's chapters are: (9) "Interventions with Parents and Caregivers of Children Who Are Exposed to Violence" (Groves and Zuckerman); (10) "Experiencing Violence in a Developmental Context" (Marans and Adelman); (11) "The Trauma/Grief-Focused Group Psychotherapy Module of an Elementary School-Based Violence Prevention/Intervention Program" (Murphy and others); (12) "The Violence Intervention Project for Children and Families" (Osofsky); (13) "Perceptions of Violence: Children, Parents, and Police Officers" (Fick and others); (14) "Violent Cities, Violent Streets: Children Draw Their Neighborhoods" (Lewis and Osofsky); (15) "Cops and Kids: Issues for Community Policing" (Jenkins and others); and (16) "Prevention and Policy: Directions for the Future" (Osofsky). Each chapter contains references. (HTH)

ED 408 057 PS 025 459

Fleer, Marilyn, Ed.

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Civil Liberties; Educational Discrimination; Elementary Secondary Education; Equal Education; Equal Protection; Family (Sociological Unit); *Females; Feminism; Foreign Countries; Global Approach; International Cooperation; International Organizations; International Relations; Mothers; Parents; *Sex Discrimination; Sex Fairness; Sex Role; Sex Stereotypes; Social Bias; *Social Discrimination; *Treaties; Violence; Womens Education
IDENTIFIERS- Organization of American States; United Nations; *United Nations Convention on Rights of the Child

A major factor hindering women's human rights has been cultural attitudes based on stereotypical beliefs on the role of women in society, which have resulted in women being denied access to education, health care, property, employment, or involvement in decision-making. This report examines and compares some of the issues affecting the well-being and development of women and children addressed under specific articles of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Convention on the Rights of the Child (CRC), and the Organization of American States' Inter-American Convention on the Prevention, Punishment, and Eradication of Violence Against Women. The report addresses the following areas of concern: (1) "Cultural Patterns and Traditional Practices"; (2) "Parental Responsibility"; (3) "Sexual Exploitation and Prostitution"; (4) "Nationality"; (5) "Education"; (6) "Employment"; (7) "Health Care"; (8) "Culture and Recreation"; (9) "Movement of Persons"; (10) "Family Relations"; and (11) "Violence." The comparison concludes that the three treaties complement each other, and together constitute an effective mechanism for enforcing the human rights of women and children. However, they have strengths and weaknesses individually and collectively and rely on international cooperation and adherence to the obligations and rights stated therein. (SD)

ED 408 075 PS 025 477

Wakefield, William D.; And Others
Perceptions of Aggressive Behavior: A Look across Grade, Sex, and School.
PUB DATE- Apr 97
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Antisocial Behavior; Behavior Patterns; *Behavior Problems; Black Students; Crime; Elementary Education; Females; Grade 3; Grade 4; Grade 5; Hispanic Americans; Hostility; Males; *School Culture; School Role; Schools; *Sex Differences; Sex Role; *Student Behavior; Violence
IDENTIFIERS- African Americans; Hispanic American Students; Latinos

This study investigated teacher and peer perceptions of aggressive behavior across grade, sex, and school type. Using student sociometric nominations and teacher ratings, perceptions of aggressive behavior were analyzed to investigate grade, sex, and school differences. African American and Latino students in third through fifth grades and their classroom teachers from two urban public schools in southern California participated in the study. The two schools differed in

Its Public: Seeking To Support Young Children and Their Families" (Stacie Goffin and others); (2) "Development Issues Affecting Children" (Joan Isenberg with David Brown); (3) "Valuing Cultural Diversity in the Early Years: Social Imperatives and Pedagogical Insights" (Marilyn Chipman); (4) "Working with Families of Young Children: Our History and Our Future Goals" (Nancy Briggs and others); (5) "Developmental Appropriateness: Curriculum Revisited and Challenged" (Shirley Raines); (6) "The Role of Computer Technology in Early Childhood Education" (Daniel Shade and Bernadette Davis); (7) "Assessing and Reporting Young Children's Progress: A Review of the Issues" (Sue Wortham); (8) "Playing with Play in Four Dimensions" (Patricia Monighan-Nourot); (9) "Perspectives on Inclusion in Early Childhood Education" (Doris Bergen); (10) "Early Childhood Programs: International Perspectives" (Mary Renck Jalongo and others); (11) "The Professional and Social Status of the Early Childhood Educator" (Doris Pronin Fromberg). Each chapter contains references. (HTH)

ED 408 093 PS 025 515

Legislative Base: Maternal and Child Health Services Block Grant: Title V of the Social Security Act. Compilation of Maternal and Child Health Legislation, 1912-1996.
PUB DATE- Sep 96
NOTE- 595p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Block Grants; *Child Health; Child Welfare; Childhood Needs; Family Health; Family Programs; Family (Sociological Unit); Federal Aid; *Federal Legislation; *Federal Programs; Federal State Relationship; Health Insurance; Health Needs; Health Promotion; *Health Services; *Mothers; National Programs; State Legislation; State Programs
IDENTIFIERS- *Social Security Act Title V

This publication is a compilation of maternal and child health and related laws enacted since 1912. It is designed as a ready reference for understanding Title V state programs and Title V discretionary project grant programs. The Maternal and Child Health (MCH) program has operated as a federal-state partnership for more than 70 years. This compilation of legislation is a rich source of historic legislation and documents concerning the history of child health and welfare. It incorporates a full legislative history of Title V and an appropriations history of the program from 1935 to 1995. It also excerpts laws important to an understanding of the legislative history of maternal and child health in the United States. Included are significant MCH-related amendments to the Social Security Act, PHS Act programs later consolidated into the MCH block grant, and legislative documents affecting infant mortality and child health that predate the Social Security Act. Also included are current regulatory and program guidance citations for State MCH Block Grant applications and annual reports. The publication also contains a directory of state MCH telephone hotlines, which the states must maintain as a source of assistance to parents regarding Medicaid and MCH providers and resources. (SD)

ED 408 094 PS 025 528

Allen, Sharon M.; And Others
Improving School Climate: Creating a Circle of Communication between Educators and Families.

classroom in Texas in 1996. The regular classroom teacher was trained in the curriculum unit, and a pre-experimental one-group, pretest-posttest design was used to evaluate its effectiveness. Instruments used to elicit students' ideas about aging included an informal, whole-class, word association task, projective drawings, and an attitude-toward-aging interview. Results showed that by the end of the unit, children were more likely to: (1) have accurate conceptions of the aging process and life expectancy; (2) perceive aging as a process of continuous growth and development that varies from one individual to another based on many factors; (3) view older adults as happy, active, contributing members of society; (4) recognize similarities/commonalities between young people and older adults; and (5) have a positive outlook on their own future as older adults. (Contains 26 references.) (EV)

ED 408 110   PS 025 582

Goldstein, Lisa S.
Enacting the Primary Grade Curriculum: Contradiction, Conflict, and Compromise.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Mixed Age Grouping; *Nontraditional Education; *Parent Attitudes; Parent Teacher Cooperation; *Primary Education; *Socioeconomic Influences; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs

Although bound by tradition and physical location to elementary schooling, the primary grades are also considered the capstone experience of early childhood education. Primary grade teachers are required to bridge these two disparate worlds, constantly mediating, negotiating, translating, and compromising. This paper describes the experience of one such teacher, discussing how the most complex and draining conflicts she encountered arose not from a clash between the school cultures of early childhood and elementary education, as expected, but from a mismatch between her enacted primary grade curriculum and the expectations and desires of her students' parents. The teacher's educational practices, characterized by learning center-based instruction; an emphasis on developing solutions to open-ended problems; many opportunities for children to be physically active; tolerance for productive noise; the prominent presence of clay, painting easels, blocks, dramatic play areas, and dress-up clothing; and appreciation for the value of free play, were very much in keeping with the alternative Bayview School's stated mission and guidelines for practice. Initially, however, parental response was characterized by such questions as, "When do you send home the real work?" The paper concludes that the families' high socioeconomic status and parents' own experience with schooling contribute to an achievement orientation that makes parents uncomfortable, at least initially, with developmentally appropriate practice. Contains 15 references. (EV)

ED 408 111   PS 025 585

Beck, Susie, Ed.
Arkansas Safe Kids Are No Accident! Healthy Children Handbook.

American Indians were less likely to view European culture as superior and less likely to feel that treaties should be abolished, indicating that high school or college coursework may reduce prejudicial attitudes toward Native Americans. Women reported higher quality contacts with Native Americans and were more likely to agree that a nearby Indian nation should win its treaty rights case. Neither high school nor college coursework had any influence on these variables. Only college coursework influenced feelings regarding specific treaty-rights issues: taxation of casino profits and removal of trust lands from property tax roles. A cautionary note points out that the direction of causality between coursework and attitudes and between contact and attitudes is unknown. (TD)

ED 408 127 RC 021 036

Conroy, Carol A.
Predictors of Occupational Choice among Rural Youth: Implications for Career Education and Development Programming.
PUB DATE- Mar 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Awareness; Career Choice; *Career Education; Career Guidance; *Education Work Relationship; *Occupational Aspiration; Rural Areas; *Rural Youth; Secondary Education; *Secondary School Students; Self Concept; Student Attitudes; Student Surveys; Vocational Interests; *Work Attitudes
IDENTIFIERS- Occupational Identity; *Pennsylvania

A survey of rural secondary school students examined the formation of adolescent occupational identity by identifying predictors of students' ideal jobs. Data were collected from 612 of the approximately 750 students in grades 7-12 in a rural Pennsylvania school district. Predictors of choice of ideal job, by descending influence, were gender, average grades, knowledge about a job and its opportunities, and father's occupation. However, these factors explained only 18.7 percent of variance in ideal job scores. Results confirm that American adolescents often have unrealistic occupational aspirations in that the job opportunities likely to be available to them do not match their expressed interests. More students in this study were enrolled in college preparatory programs than were likely to go to college and were therefore unlikely to meet their educational and occupational goals. Other findings were that students' expected salaries were much higher than the norm for the local labor market, female students identified less with traditional female occupations than they did 25-30 years ago, students from advantaged backgrounds aspired to higher-status jobs than those from disadvantaged homes, and academically talented students selected higher-status ideal jobs than did students with lower grades. Recommendations include initiating job awareness and exploration at an earlier age, providing data on labor market trends to all students, developing goal setting skills as part of the regular curriculum, requiring students to investigate characteristics of all major job categories, engaging students in experiential activities exploring job opportunities, and providing educational components to compensate for selective information delivery that results from socioeconomic conditions. Contains 27 references. (TD)

ED 408 128 RC 021 037

community resources); and using consultants and outside resources. A short directory defines typical funding criteria and lists funding guides, funding sources for Aboriginal communities, financial assistance for Aboriginal people pursuing legal studies or human rights education or research, and funding for cross-cultural training related to Aboriginal justice. Focus group participants and their addresses are listed. (SV)

ED 408 143 RC 021 072

Maynard, Stan; Howley, Aimee
Parent and Community Involvement in Rural Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Involvement; *Educational Strategies; Elementary Secondary Education; Family Programs; Parent Education; *Parent Participation; Parent School Relationship; *Rural Education; *School Community Relationship
IDENTIFIERS- ERIC Digests

Parent involvement programs for rural communities work best when they respond to particular features of the communities they serve. Research provides conflicting findings about whether rural parents are more or less involved in their children's education than are urban or suburban parents. Even if parent involvement is more prevalent in rural schools, rural educators still face challenges often associated with rural life: geographic isolation, poverty, lack of job opportunities, and lower parental educational attainment. On the other hand, rural residents often place high value on their schools and view schools as a central focus of community life. Successful rural parent involvement programs combine a number of recommended features that allow parents to feel effective in various adult roles, encourage adults to share their talents and model successful strategies of life management, and demonstrate to students the connections between their studies and their eventual success in the workplace. A number of ongoing efforts demonstrate ways that parent-school partnerships can work to improve education in rural areas. Promising approaches include Even Start, piloted in rural Montana; the Total Village Project, a community-wide effort to educate children in rural West Virginia; and the Teacher-Parent Partnership for the Enhancement of School Success, a collaborative effort between the University of South Carolina and 18 rural school districts. (SV)

ED 408 144 RC 021 073

McLaughlin, Donald H.; And Others
Characteristics of Small and Rural School Districts. Statistical Analysis Report.
PUB DATE- May 97
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education;

basis for mathematics programs of study in Alberta. This booklet describes some of the knowledge, skills, and attitudes students are expected to learn; some ways parents and other adults can support student learning in mathematics; the goals of classroom instruction and the broad content areas in the curriculum; bridges and connections and how they are built; problem solving techniques; new instructional strategies; and a picture of a modern mathematics lesson. (DDR)

ED 408 163 SE 060 228

The Common Curriculum Framework for K-12 Mathematics. Grade 10 to Grade 12.
PUB DATE- Jun 96
NOTE- 393p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Curriculum Development; Educational Strategies; Foreign Countries; High Schools; *Mathematics Curriculum; Mathematics Instruction; *Parent Materials; Parent Participation; Relevance (Education); School Community Relationship; *Standards
IDENTIFIERS- Canada

This document contains the basic mathematics expectations for high school students that are part of the Common Curriculum Framework for K-12 Mathematics in western Canada. The intent of this collaboration is to clearly communicate the high expectations for students in mathematics education to all educational partners across the jurisdictions in western Canada. Student expectations are presented in three ways: (1) general outcomes; (2) specific outcomes; and (3) illustrative examples. The grade ten through twelve framework provides an overall view of all student expectations through the presentation of K-12 General Outcomes and 10-12 General Outcomes, and the identification of 24 clusters of specific outcomes that are intended to be used as a menu from which the provinces and territories can create their own courses and programs. Contains 29 references. (DDR)

ED 408 164 SE 060 236

Denoya, Laila E., Ed.; And Others
The National Science Foundation Summer Science Camps: Leaving a Legacy of Successes.
PUB DATE- 97
NOTE- 211p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Calculus; *Career Awareness; Computer Uses in Education; Educational Strategies; Elementary Secondary Education; Field Trips; Graphing Calculators; Hands on Science; Interdisciplinary Approach; Mathematics Activities; Mathematics Instruction; Science Activities; *Summer Science Programs; Technology
IDENTIFIERS- National Science Foundation

This book contains descriptions of the 122 Summer Science Camps (SSC) funded by the National Science Foundation (NSF) from 1992 to 1996. This program is employed as an early intervention strategy that reaches out to a large number of disadvantaged children who are underrepresented in scientific and technical

Methods; *Whole Language Approach; Writing Processes
This book highlights ways in which science instruction benefits from the perspectives of teachers committed to whole language. The introductory chapter starts from a viewpoint outside the classroom and seeks to identify overall patterns while the remaining chapters build from experiences in individual classrooms. This book assumes that teachers familiar with the workshop model have a great resource for building on and connecting with children's natural interest in science. It makes some explicit procedural suggestions and shows how a knowledge of process in reading and writing can be used as the scaffold for helping children investigate their natural world. Chapters include: (1) "Science Workshop" (Wendy Saul); (2) "Developing a Community of Scientists" (Jeanne Reardon); (3) "When Lava Lets Loose: A Science Workshop Heats Up" (Anne Schmidt); (4) "What If...?" (Charles Pearce); (5) "Connecting Language and Science" (Dana Blackwood); and (6) "The Stuff of Science Workshop: A Sampler of Materials and Resources" (Mary Dickinson Bird). (JRH)

ED 408 185 SE 060 277

Cerullo, Mary M.
Reading the Environment: Children's Literature in the Science Classroom.
PUB DATE- 97
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Childrens Literature; Earth Science; Educational Strategies; Elementary Education; *Environmental Education; *Interdisciplinary Approach; *Science Education; Teaching Methods
IDENTIFIERS- Trade Books
Science trade books, both fiction and nonfiction, nurture a child's personal journey of discovery through the anecdotes, adventures, and experiences of others and through vivid word and picture images. This book focuses on the use of children's literature in the science classroom. Chapters include: (1) "Why Science and Literature Belong Together"; (2) "Reading the Landscape: Earth Science"; (3) "Weather and Seasons"; (4) "Water from the Mountains to the Sea"; and (5) "Ocean." Contains 25 references. (JRH)

ED 408 186 SE 060 279

Hiebert, James; And Others
Making Sense: Teaching and Learning Mathematics with Understanding.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Communication; *Classroom Environment; *Educational Strategies; Elementary Secondary Education; Equal Education; Learning Strategies; Mathematical Concepts; *Mathematics Education; Minority Groups; Problem Solving; Teaching Methods
This book addresses the subject of learning mathematics with an understanding that shares a consensus about the essential features of classrooms for understanding mathematics. By

thinking; risk-taking; complexity; curiosity and imagination. The 57 activities are interdisciplinary in nature and include such topics as TV or movie characters as role models, newspaper slogans, criticism of commercials, eye witness accounts, game shows, and censorship. A final section provides suggestions for follow-up activities. (EH)

ED 408 208 SO 027 171

Stark, Rebecca
Creative Ventures: Ancient Civilizations.
PUB DATE- 87
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancient History; *Creative Thinking; Elementary Education; Foreign Countries; Greek Civilization; *Interdisciplinary Approach; Middle Eastern Studies; Non Western Civilization; Problem Solving; *Social Studies; Western Civilization; *World History
IDENTIFIERS- Central America; Egypt; Greece; Italy (Rome); Mesopotamia; Mexico; Stonehenge (England)

The open-ended activities in this book are designed to extend the imagination and creativity of students and encourage students to examine their feelings and values about historic eras. Civilizations addressed include ancient Egypt, Greece, Rome, Mayan, Stonehenge, and Mesopotamia. The activities focus upon the cognitive and affective pupil behaviors described in Williams' Model: fluent thinking; flexible thinking; original thinking; elaborative thinking; risk-taking; complexity; curiosity and imagination. The 57 activities are interdisciplinary in nature. A final section provides suggestions for follow-up activities. (EH)

ED 408 209 SO 027 237

Skeel, Dorothy J.
Small-Size Economics: Lessons for the Primary Grades. Grades K-3.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Factors; *Economics; *Economics Education; *Elementary School Curriculum; Primary Education; *Social Studies; *Supply and Demand

This book presents economic concepts in relation to topics commonly taught in social studies at the lower grade levels. The lessons are intended to accompany appropriate segments of the social studies curriculum, such as family, self, home, school, neighborhood, community. Lessons include the concepts of scarcity, needs and wants, goods and services, resources, supply and demand, buying and selling, producer and consumer, money, and interdependence. Two or three lessons are presented per concept. Each lesson follows a standard format: (1) concepts; (2) teaching strategy; (3) curriculum context; (4) instructional outcomes; (5) materials; (6) teaching procedure;

*Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use; *Political Campaigns; Political Influences; Politics; Secondary Education; Social Studies; Television; Television Research

This guide consists of four units that explore how media are transforming politics in the United States and how citizens can become more analytical of media messages to participate more fully in democracy. Each session is complete with procedural instructions, handouts, and is tied to readings pertinent to the topic. The Awareness and Analysis modules help participants understand how the media operates and what its effects are. The Reflection and Action modules suggest how participants can recast the press as a tool of public information. Module 1, "Awareness Learning Modules," is designed to elicit and make use of participants' knowledge about the media and the effect of contemporary media on democracy. Activities include: (1) "The Democratic Model"; (2) "Polling or Public Opinion"; and (3) "News and Information: Are They Opposites?" The handout used for this module is "The Democratic Model." Module 2, "Analysis Learning Modules," analyzes common practices within the media and how they affect public information. Activities are titled: (1) "Shopping Headlines"; (2) "Photo Opportunities: PR or Politics?"; and (3) "Selling Issues." Handouts include: (1) "Shopping Headlines"; (2) "Photo Opportunities"; and (3) "Political Spots: Friend or Foe?" Module 3, "Reflection Learning Modules," suggests participants imagine a media system that better prepares the public for its role in public discussion and provides greater opportunity for public debate. Activities include: (1) "Re-imagining Democratic Media"; and (2) "The Front Lines." The handouts are entitled: (1) "Re-imagining Democratic Media"; and (2) "Designing a Media Campaign." Module 4, "Action Learning Modules," fosters involvement in media systems as activists, reformers, and media literate citizens. Activities include: (1) "Talking Back"; (2) "Telling Your Story"; (3) "Alternative Media: Show and Tell"; and (4) "Critical Media Skills." Handouts include "Opening Lines" and "Story Savvy." The guide concludes with an evaluation, follow-up ideas, and resources. (EH)

ED 408 233 SO 027 586

O'Brien, Kevin
Forming Values in the Media Age. Sourcebook for Media Literacy Education in Catholic Schools and Parishes.
SPONS. AGENCY- United States Catholic Conference, Washington, D.C.
PUB DATE- Aug 92
NOTE- 61p.; A project of the Catholic Communication Campaign.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Catholic Schools; Churches; Culture; High Schools; Junior High Schools; Literacy; *Mass Media; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Media Research; Public Opinion; *Religion; Religion Studies; Secondary Education; Social Influences; Social Studies; Television; Television Research

This sourcebook provides background materials and teaching suggestions for Catholic Church educators implementing a media literacy program. The six chapters are: Chapter 1, "Why Media Literacy?," recognizes the Catholic Church's challenge and a call for critical consciousness. Chapter 2, "The Four

Elementary School. The Teachers' Perspective.
PUB DATE- 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Change Strategies; *Cultural Activities; Cultural Enrichment; Elementary Education; Elementary School Teachers; Elementary Schools; *Teacher Attitudes; Urban Education

The Partnership Assessment Project (PAP) sponsored by The Partnership for Arts, Culture, and Education in Dallas (Texas) examined the effect of community arts and culture programming on achievement in language arts, particularly writing, among students in elementary urban schools. The project spanned four years and constituted a three-year pilot study that laid the groundwork for a one-year experimental research study. Teachers in the PAP showed high levels of commitment; four teachers participated for four years, two for the final two years. A qualitative study examined the attitudes and perceptions of these six teachers toward the project. Teachers demonstrated growth across time. The most commonly noted problems involved scheduling artists and programs into the school and bus scheduling. By the fourth year of the project most teachers were successfully integrating the community programs into the curriculum. The end of the project left teachers with changed attitudes and tools for new growth. Among the factors in change management the most crucial was the attitudes of the teachers toward the project. For such a study as this one to be successful three factors must be present: teachers' receptivity to change, a game plan that considers the complexity of change and the need for time. (Contains 17 references.) (JLS)

ED 408 252 SP 037 342

Janssens, Steven; Kelchtermans, Geert
Subjective Theories and Professional Self of Beginning Teachers.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Interviews; Mentors; Preservice Teacher Education; Profiles; *Self Concept
IDENTIFIERS- Belgium

This study had four objectives: (1) an empirical validation of a conceptual framework about the cognitive functioning of beginning teachers, including the role of the concepts of subjective theory, professional self, self-image, self-esteem, job motivation, task perception, and future perspective; (2) trial and refinement of a semi-structured interview as a data collection device in the study of subjective theories and the study of the professional self of beginning teachers, and as an instrument in support settings; (3) the gathering of data on subjective theories and the professional self of beginning

PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Educational Philosophy; Elementary Secondary Education; Higher Education; Partnerships in Education; *Teacher Attitudes; Teacher Education Programs; *Teacher Improvement; Teaching Experience
IDENTIFIERS- Santa Monica Unified School District CA; *Social Justice; University of California Los Angeles

This case study explored the socialization of four beginning teachers as they engaged in the pre-induction and induction years of professional training. The analysis provided information about what contributes to the development of beginning teachers as they participate in school communities engaged in inquiry, and as they grapple with issues of social injustice. The four case studies were examined in terms of social justice education, attitudes towards the teaching profession, why the participants wanted to become teachers, their development as social justice educators, support, collaborative school-university activities, inquiry as a means for school reform and teacher education, constructivist pedagogy, and collaboration. Preliminary findings suggested that the guiding teachers and student teaching experience are seen by novice teachers as major influences. Also, findings indicated that issues of survival are much more important to these beginning teachers than social justice education. (Contains 23 references.) (ND)

ED 408 271 SP 037 361

Dinkelman, Todd
Critically Reflective Teacher Education: A Preservice Case Study.
PUB DATE- Mar 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Case Studies; *Critical Thinking; Higher Education; *Methods Courses; Preservice Teacher Education; *Reflective Teaching; Secondary Education; *Social Studies; Teacher Educators
IDENTIFIERS- Preservice Teachers

An action research project was conducted to promote critically reflective teaching in a semester-long secondary social studies methods course. To encourage critical reflection, the instructor drew explicit attention to issues of rationale building in social studies, critical thinking, democratic education, and social transformation. Evidence of critical reflection was sought in multiple settings, including: interviews conducted with the three case study participants at the start, midpoint, and conclusion of the semester; observations of their class participation; and assignments and other written work collected from participants. Throughout the semester, data were collected that served as evidence of participant deliberation about the ethical and moral basis of

Development; *Health Education; Instructional Materials; Intermediate Grades; Junior High Schools; *Lesson Plans; Middle Schools; Student Attitudes; Study Guides; Teaching Guides
IDENTIFIERS- *Sexually Transmitted Diseases

These materials include both the student book and the instructor's guide for a curriculum designed to provide upper elementary/middle school level students with information about how Human Immunodeficiency Virus (HIV) is transmitted and how HIV infection is prevented. The Student Book covers: reasons for learning about AIDS; pre- and post-study self-evaluations on what students know and believe about AIDS; information on the AIDS problem, HIV infection and AIDS, the transmission of HIV, avoiding HIV, responsible health decisions, and HIV/AIDS help; an HIV Prevention Action Checklist; activities for health skills enhancement; a pronunciation glossary of HIV/AIDS related terms; summary of HIV/AIDS facts; and sources of HIV/AIDS help. The Instructor Guide describes the goals, guidelines, and information strategies of school HIV/AIDS education. Sections of the guide present a four-session lesson plan, followed by nine different learning opportunities and five different types of test questions. Three appendices provide: student worksheets for the learning opportunities, handouts that can be reproduced for students, and a list of selected HIV/AIDS education resources. (ND)

ED 408 292 SP 037 402

Kelly, Noeline Thompson; Kelly, Brian John
Physical Education for Pre-School and Primary Grades. Second Edition.
PUB DATE- 97
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Early Childhood Education; *Games; *Movement Education; *Physical Activities; *Physical Education; Physical Fitness; *Playground Activities; Special Needs Students; Teaching Guides; Teaching Methods

Most physical education at the pre-school, kindergarten, and primary level is taught by caregivers and classroom teachers with minimal training in the area. This publication suggests many activities for pre-school centers and elementary schools that can take place outside in the playground with a minimal supply of equipment and with children in street clothes. Recognizing that the pre-school/primary level is the optimum learning period, this publication defines an activity program for that particular level rather than a watered down version of an intermediate level program. Chapters in the publication cover: (1) "Activities to Stretch Muscles and Imagination"; (2) "Throwing, Catching, Aiming, Striking Activities, and Games"; (3) "Races, Relays, and Contests"; (4) "Beginning Tumbling and Gymnastics"; (5) "Dance Activities"; (6) "Fitness for Life"; (7) "Water Confidence Play"; (8) "Physical Education for Special Populations" (9) "Methods of Teaching Physical Education"; and (10) "Playgrounds and Equipment." Appendices list sources for equipment and music. (Contains 79 references.) (ND)

ED 408 293 SP 037 403

Mills, Brett D.

Witta, E. Lea
Chi-Square or Loglinear Modeling: Is There a Difference?
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chi Square; *Classification; Interaction; Interactive Video; Program Evaluation; Sample Size; *Statistical Significance
IDENTIFIERS- Categorical Data; *Contingency Tables; *Log Linear Models

When analyzing open-ended or categorical questions, many times responses are cross-classified by other categorical variables. The resulting contingency tables are then analyzed using the chi square test of independence. This procedure leads to multiple significance tests and provides no method to assess higher order interactions. Loglinear modeling, however, permits the user to assess interaction effects as well as the effects of variables. This study compared the results of using these two procedures. Data from three open-ended questions (about program strengths, weaknesses, and suggested improvements) in a survey of high school participants in an interactive video program were analyzed by multiple chi square tests of independence and loglinear modeling. Sample size ranged from 204 to 146 for the three questions. In two cases (strengths and suggested improvements), the results were similar. The question about weaknesses, however, required a three-way interaction. Since higher order interactions are not possible with the chi square test of independence, it is concluded that loglinear modeling provides a more effective way of analyzing multi-way contingency tables. (Contains three figures.) (Author/SLD)

ED 408 312 TM 026 533

Leyva, Collette
Test of Pragmatic Language: A Review and Critique.
PUB DATE- 23 Jan 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- mple si
questions. In two cases (strengths and suggested i,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Children; *Communication Skills; Elementary Secondary Education; *Language Skills; *Learning Disabilities; Norms; Profiles; Sample Size; Test Construction; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- *Test of Pragmatic Language

The Test of Pragmatic Language (TOPL) is an individually administered instrument designed to assess pragmatic language skills that can be used with students in kindergarten through high school. It is more specifically intended for use with children, adolescents, and adults with learning disabilities, language delays, reading difficulties, or aphasia. It is said to provide information on six dimensions of pragmatic language: physical setting, audience, topic, purpose, visual-gestural cues, and abstraction. The 44-item test is accompanied by an examiner's manual, scoring materials, and the test-picture

Wise, Steven L.
Overview of Practical Issues in a CAT Program.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Attitudes; Equal Education; Equated Scores; *Item Banks; Item Response Theory; Review (Reexamination); Scoring; Student Attitudes; Student Motivation; Test Anxiety; *Test Construction; Test Items; *Testing Problems; Timed Tests
IDENTIFIERS- Large Scale Assessment

Computerized adaptive testing (CAT) has become increasingly common in large-scale testing programs. This paper considers relevant practical issues that are likely to be faced by the developers and managers of a CAT program. The first cluster of issues is that of item pool development and maintenance. It includes such considerations as item pool specifications, the choice of item response theory model, and other concerns in constructing and choosing test items. The second cluster of items involves administering and scoring the CAT. Proficiency estimation method, test items, item review, and equating CAT scores to paper-and-pencil tests are areas that must be considered. The third cluster involves protecting the integrity of the CAT item pool, considering security and coaching concerns. A fourth cluster includes issues involving examinees. These issues (whether or not to allow item review, how to set time limits, how to address examinee anxiety, test taker motivation, and test equity) are areas that must be explored for fair and useful tests. (SLD)

ED 408 331 TM 026 584

Wise, Steven L.; And Others
The Accuracy of Examinee Judgments of Relative Item Difficulty: Implications for Computerized Adaptive Testing.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Adaptive Testing; *College Students; *Computer Assisted Testing; *Difficulty Level; Higher Education; *Review (Reexamination); Scores; Statistics; *Test Items
IDENTIFIERS- *Answer Changing (Tests)

The degree to which item review on a computerized adaptive test (CAT) could be used by examinees to inflate their scores artificially was studied. G. G. Kingsbury (1996) described a strategy in which examinees could use the changes in item difficulty during a CAT to determine which items' answers are incorrect and should be changed during item review. In CAT, a correctly answered item will typically be followed by a more difficult item, while an incorrectly answered item will typically be followed by an easier item. The results of two

Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Evaluation Methods; Higher Education; Models; *Rating Scales; Reliability; Research Methodology; *Research Reports; Statistical Analysis; Teaching Methods
IDENTIFIERS- *External Validity; *Internal Validity

Students often have difficulty in evaluating the validity of a study. A conceptually and linguistically meaningful framework for evaluating research studies is proposed that is based on the discussion of internal and external validity of T. D. Cook and D. T. Campbell (1979). The proposal includes six key dimensions, three related to internal validity (instrument reliability and statistics, equivalence of participant characteristics, and control of experience/environment variables) and three related to external validity (operations and instrument validity, population validity, and ecological validity). How to use these scales is illustrated through a study by J. A. Gliner and P. Sample (1996) in which the purpose was to increase the quality of life for people with developmental disabilities. Students have been able to make sophisticated evaluations of studies using rating scales based on these six dimensions, and this method of teaching validity helps students become better consumers of research. (Contains three figures and seven references.) (Author/SLD)

ED 408 350 TM 026 750

McKinnon, David H.; And Others
Curriculum Innovation Involving Subject Integration, Field-Based Learning Environments and Information Technology: A Longitudinal Case Study of Student Attitudes, Motivation, and Performance.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adoption (Ideas); Case Studies; Computer Uses in Education; *Curriculum Development; *Educational Innovation; Educational Technology; Experiential Learning; Field Instruction; Foreign Countries; Integrated Activities; *Interdisciplinary Approach; Junior High Schools; Longitudinal Studies; Performance Factors; *Student Attitudes; Student Motivation
IDENTIFIERS- *New Zealand

The adoption and impact of curriculum innovation are most commonly researched in terms of roles that teachers and school administrators are expected to play. A study in New Zealand focused on the responses of students. This integrated studies project developed alternative approaches to the traditional junior secondary school curriculum. It included extensive use of computers and a enquiry-based approach that explored Maori and European cultures while integrating mathematics, history, and language arts skills. Data were collected from 3 cohorts of students each over 3 years to provide complete data on 415

PUB DATE- Jun 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Discipline; Elementary Secondary Education; *Followup Studies; *Interviews; National Surveys; *Reliability; Responses; School Readiness; *School Safety; Tables (Data); *Telephone Surveys
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics, which has the legislative mission of collecting and publishing data on the condition of education in the United States. The NHES provides information on educational issues that are best addressed by contacting households rather than educational institutions. It is a telephone survey of the noninstitutionalized civilian population of the United States. Households are selected through random digit dialing methods, and data are collected using computer-assisted telephone interviewing. Approximately 60,000 households are screened for each administration, and those who meet certain criteria are sampled for more detailed interviews. This report examines the reliability of two components of the NHES for 1993, the School Safety & Discipline and School Readiness surveys. Measurement errors were estimated by reinterviewing a sample of respondents and asking them a subset of items from the original interview. Of the 2,108 cases selected, 1,879 reinterviews were actually conducted, for an unweighted completion rate of 89.1%. Indexes of consistency were prepared for specific items. Many School Safety & Discipline items had moderate to high inconsistencies. An appendix presents the reinterview questions. (Contains 5 figures, 1 exhibit, 18 tables, and 16 references.) (SLD)

ED 408 369 TM 027 404

Brick, J. Michael; And Others
Feasibility of Conducting Followup Surveys in the National Household Education Survey. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Early Childhood Education; *Evaluation Methods; *Followup Studies; *Longitudinal Studies; National Surveys; Parents; *Reliability; *Response Rates (Questionnaires); Tables (Data); Telephone Surveys; *Young Children
IDENTIFIERS- *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics, which has the legislative mission of collecting and publishing data on the condition of education in the United States. The NHES provides information on educational issues that are best addressed by contacting households rather than educational institutions. It is a telephone survey of the noninstitutionalized civilian population of the United States. As part of a methodological study, the NHES for 1991 contained an experiment to test the feasibility of using the NHES as a

ED 408 387 UD 031 740

Martin, Brenda
Culturally Responsive Teaching. A Review of Research and Literature.
PUB DATE- Mar 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Culturally Relevant Education; Curriculum; Educational Environment; Educational Research; *Group Dynamics; Hispanic Americans; Immigrants; Language Minorities; Language Proficiency; Minority Groups; *Multicultural Education; Student Empowerment; Teaching Methods
IDENTIFIERS- *Ocean View School District CA

Oak View School, Huntington Beach (California) is reflective of demographic changes due to the rapid increase in the number of ethnic minority students. The school has created goals for quality education for immigrant and minority children and is attempting to respond to the needs of its culturally diverse, although largely Hispanic, population. Teachers are challenged to respond to diversity, and this review has been designed to explore how a teacher's culture affects classroom dynamics, how the different cultures of the students affect those dynamics, and how culturally responsive teaching can improve classroom dynamics. A look at educational history shows that schools in the United States have always had to respond to the country's attitude toward cultural diversity. Educational research in recent years has begun to focus on student language as one of a number of factors related to student success. It is increasingly recognized that teaching should be culturally responsive, and that culturally responsive teaching recognizes that the power and status relations between minority groups exert a major influence on school performance. Culturally responsive curricula and teaching methods evolve from a knowledge base that identifies and understands cultures and is sensitive to the ways cultural characteristics influence learners. Teachers must recognize the importance of students' lack of empowerment. Teacher culture defines class dynamics, and student culture shapes class dynamics. Culturally responsive teaching can improve classroom dynamics because the teacher works to reverse his or her underlying prejudices. (Contains 10 tables and 49 references.) (SLD)

ED 408 388 UD 031 741

Kim, Heather
Diversity among Asian American High School Students.
PUB DATE- Jan 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Asian Americans; Census Figures; *Cultural Differences; *Disadvantaged Youth; *Diversity (Student); Educational Research; Ethnic Groups; *High School Students; High Schools; Immigrants; Minority Groups; Stereotypes; Student Characteristics; Urban Schools; Urban Youth
IDENTIFIERS- *Asian American Students; *Model Minority Groups

In the world of social science and educational research, Asian Americans are frequently represented as one group and special needs of educationally deprived students who reside in areas with high concentrations of low-income families. The 1994-95 school year is the last year of operation under Chapter I of the ESEA. The 1994 reauthorization of the legislation changed the name to Title I of the Improving America's Schools Act. The reauthorized program will promote: (1) high standards for all children; (2) a focus on teaching and learning; (3) flexibility for local initiative and responsibility for student performance; (4) links among schools, parents, and communities; and (5) resources targeted to greatest areas of need. In fiscal year 1995, 46,772 students received Chapter 1 services in Colorado. Fifty-five percent of the state's Chapter 1 participants belonged to an ethnic minority, while 73.5% of the state's students overall were white. Achievement gains in reading were reported by all Colorado Chapter 1 districts in 1994-95, and language arts and mathematics programs were also effective in improving participants' achievement. However, Chapter 1 schools with the highest concentrations of poverty had lower average normal curve equivalent gains in basic and advanced skills. Two examples are given of successful Chapter 1 programs in Colorado. (Contains 5 tables and 14 figures.) (SLD)

ED 408 406 UD 031 760

Brown, O. Gilbert
Helping African-American Students Prepare for College. Fastback 413.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Admission (School); *Black Students; *College Preparation; Developmental Studies Programs; Disadvantaged Youth; *Educationally Disadvantaged; Higher Education; Parent Background; Parent Influence; Student Placement; Teacher Role; *Transitional Programs; Urban Youth
IDENTIFIERS- *African Americans

This booklet provides some guidelines for preparing African American students for college. Parents' experiences with higher education are a key to shaping their expectations for their children, and the lack of direct parental experience can be a handicap for students who will be the first generation of their families to attend college. Educators must take a role in helping these students get ready for higher education. Academic preparation requires the completion of a rigorous curriculum with satisfactory evidence of achievement such as scores on college entrance examinations. Adequate preparation cannot occur overnight or in a vacuum. Students who have not had the advantages of adequate academic preparation may be eligible for special admissions programs. Knowing how to apply and succeed in these programs is important, but the real key to college admission is better preparation for African American students. Parental expectations and the attitudes of student peer play an important role in the student's preparation. The African American community needs to embrace a new vision regarding students attending and graduating from college. Helping African American students prepare for college is a complex and multidimensional challenge. Studying students who succeed in college will provide insight into ways to help others succeed. (Contains nine references.) (SLD)

Following examples of discussion questions for the two essay assignments mentioned, the activities and strategies for presenting materials are listed, including group discussions, prewriting and modeling exercises, and viewing of relevant film/video. The remainder of the curriculum outline contains examples of audiovisuals used in the course, the annotated bibliography, and the instructor's personal book list. (TGI)

ED 407 964 JC 970 291

VanVickle, Linda
Chinese Mythology: Background and Influences. Asian Studies Instructional Module.
PUB DATE- 97
NOTE- 23p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; *Chinese Culture; College English; Community Colleges; *Course Content; *Cross Cultural Studies; Cultural Influences; Cultural Pluralism; Curriculum Guides; English Curriculum; Foreign Countries; Learning Modules; Literature; *Mythology; Two Year Colleges
IDENTIFIERS- *China

This curriculum outline introduces the components of a world mythology and contemporary literature course which incorporates an Asian module focusing on Chinese mythology. Following a course description that discusses the rationale for incorporating Chinese mythology, the goals and student objectives of the course are introduced, emphasizing the use of Chinese myths in conjunction with myths of other cultures in analyzing literary work. Next, the outline and assignments for the course are presented, focusing on the transition from general background material on mythology to creation myths from a wide range of cultures, fertility myths which explore the relationships between people and their gods, hero myths as representatives of the culture's values, and the influence of ancient myths through their themes, characters, and motifs. The criteria for evaluating students is then presented, followed by a list of general discussion questions applicable to most cultures' myths. The remainder of the course outline describes the activities and strategies for presenting the material, and lists the audiovisual aids used in the course. Course material and assignments are appended. Contains an annotated bibliography. (TGI)

ED 407 965 JC 970 292

Waugh, Susan
Asian Short Fiction. Asian Studies Instructional Module.
PUB DATE- 97
NOTE- 12p.; For the related instructional modules, see JC 970 286-300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian History; *Asian Studies; Chinese Culture; Community Colleges; *Course Content; Cross Cultural Studies; Cultural Pluralism; Curriculum Guides; *Fiction; Foreign Countries; Japanese Culture; Learning Modules; Literary Criticism; Two Year Colleges

education; the movement to establish national goals and academic standards for the K-12 system; the apparent tattering of the civic fabric of American communities; and the necessity of community colleges to prove that they are worthy postsecondary institutions. Although colleges' responses to these pressures have varied, three distinct models of responses have emerged: the niche model, which maintains that colleges can no longer be all things to all people and must develop their market niche; the steady-as-you-go model, which holds the belief that the current set of environmental forces are little different than other pressures that the colleges have had to deal with; and the managing-the-fury-model, which views the pressures as threatening and believes that change is a mandate, not an option. Contains 14 references. (HAA)

ED 407 983 JC 970 323

Oromaner, Mark
Student Characteristics and Enrollment Challenges. Report 97.06-SR.
PUB DATE- May 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Enrollment; *Enrollment Rate; *Enrollment Trends; *Ethnic Groups; Full Time Students; Part Time Students; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Hudson County Community College NJ

This report provides a statistical profile of enrollment trends, student characteristics, and challenges related to total enrollment and the enrollment of specific groups at New Jersey's Hudson County Community College (HCCC). Data and descriptions of trends are provided on student headcount enrollment for fall 1975-95; student gender, race, and age for 1990 and 1996; credit student headcount enrollment, 1990-91 to 1996-97; full-time equivalent enrollment, 1990-91 to 1995-96; percentage of county residents enrolled in fall 1995, including comparative data for other counties in New Jersey; and enrollment by registration status for 1991-96. Highlighted data include the following: (1) from 1985-90, enrollments declined by 16% (n=-533), although they subsequently increased by 50% (n=4,249) between 1990 and 1995; (2) between 1990 and 1996, the percentage of African Americans in the total enrollment increased from 13% to 19%, while the percentage of Caucasians decreased from 24% to 15%; (3) the percent of Hudson County residents 18 and older enrolled at HCCC increased from .66% in 1990 to .96% in 1996, while the state average for community colleges is 2.2%; (4) in 1994, 62% of HCCC students were enrolled full-time, compared to only 40% for community colleges statewide and 36% nationwide; and (5) between 1991 and 1996, the percentage of new freshman and new transfers increased by 46% and 48%, respectively. (HAA)

ED 407 984 JC 970 324

Cowin, Bob
Fourth Generation Evaluation, Program Review and the Institutional Researcher.
PUB DATE- May 96
NOTE- 27p.; Paper presented at the Annual Forum of the

and 55% expecting not to work at all; (5) the primary reason for not enrolling was choosing another college, while explanations given for choosing another college included the distance from home, uncertain career goals, unsatisfactory housing, and expected costs; and (6) 16% indicated they had postponed college until spring 1996, while 32% indicated that they had postponed until fall 1996. The survey instrument and cover letters are appended. (HAA)

ED 408 002 JC 970 349

High, Clennis F.
The Texas Study: A Regression Analysis of Selected Factors that Influence the Scores of Students on the TASP Test.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Conference of the Texas Association of College Testing Personnel (Houston, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; Community Colleges; *Educational Assessment; Ethnicity; *Predictor Variables; Regression (Statistics); *Scores; Sex; *Standardized Tests; *Student Characteristics; Student Evaluation; Two Year Colleges
IDENTIFIERS- Assessment of Student Skills for Entry Transfer; *Texas Academic Skills Program

A study was conducted to identify factors affecting student performance on the Texas Academic Skills Program (TASP), a state-mandated measure designed to assess students' basic skills and competencies. TASP and Assessment of Student Skills for Entry Transfer (ASSET) scores were analyzed for 328 academic track students from 6 community colleges in Texas, while students' age; ethnicity; number of remedial classes taken; college type (i.e., urban, suburban, and rural); and sex were also included as TASP predictor variables in a multiple regression analysis. The analysis suggested that students' ASSET scores were the best predictors of scores on all three sections of the TASP, while age and ethnicity were also good predictors. The strongest relationship was found between scores on the reading section of the ASSET and TASP tests, while the weakest was found between the mathematics sections of the tests. The effects of age and ethnicity, however, were most pronounced on the mathematics section of the TASP. The analysis also suggested that neither the number of remedial classes taken by students, the type of college students attended, nor student gender were significantly related to outcomes on the TASP. (HAA)

ED 408 003 JC 970 352

Fonte, Richard
Roles and Responsibilities--Single College Orientation.
PUB DATE- Apr 97
NOTE- 11p.; Paper presented at the Annual Convention of the American Association of Community Colleges (77th, Anaheim, CA, April 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrators;

perceptions regarding conflict, peer mediation, and the training process. At the end of the 1995-96 school year, 14 administrators also responded to a survey to determine their perceptions of the effect of peer mediation at their schools. Results showed that the overwhelming majority of student peer mediators would become a mediator again if given the choice. They reported that the best part of being a mediator was resolving conflicts, while the most difficult part was describing and paraphrasing the conflict and brainstorming solutions. Those who tried to resolve conflicts were generally successful, but about half had not participated in conflict resolutions due largely to low solicitation from their peers. All administrators felt that the peer mediation had made a positive impact on the general atmosphere of their schools and was cost effective, with administrative referrals down. (Contains 14 references.) (EV)

ED 408 020   PS 025 311

The Picture of Health: State and Community Leaders on School-Based Health Care.
PUB DATE- Jan 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; *Child Health; Children; Elementary Secondary Education; *Health Facilities; Health Insurance; Health Needs; Health Programs; Health Promotion; *Health Services; *Integrated Services; Medical Care Evaluation; School Community Programs; Social Services
IDENTIFIERS- *School Based Health Clinics

This report presents information and opinions advocating for school-based health centers. Each section starts with a brief introduction and follows with quotations from leaders in the field. The leaders whose thoughts are captured here believe school-based health centers are part of the solution to increasing childhood and adolescent health problems. The sections are: (1) "Kids Need More Health Care," which asserts that the number of children at risk for poor health has increased as children have lost access to care for various reasons; (2) "Families and Communities Are Making It Happen," which describes how, over the last two decades, communities across the country have created school-based health centers in response to troubling statistics; (3) "States Are Making It Happen," which claims that the rapid increase in the number of health centers is due in great part to the interest of state governments (this section includes a map of states directing funding for school-based health centers); (4) "Health Care Providers Are Making It Happen," which explains how multidisciplinary teams are responsible not only for providing medical and mental health services, but also for coordinating care with students' personal physicians, serving as liaisons, acting as child advocates, conducting health promotion activities, and much more; and (5) "Educators Are Making It Happen," which describes how, working with teachers, school administrators, nurses, and counselors, the school-based health centers are helping students remain healthy (this section includes a graph of the types of schools housing health centers). (WJC)

ED 408 021   PS 025 313

(LOEO) focuses on Head Start implementation in Ohio, describing its growth over the last 8 years, services provided to children and their families, costs, program quality and how it is monitored, and the challenges faced in expansion. After an extensive summary, chapter 1 describes the purpose and methods of the study. Chapter 2 describes Head Start nationally and its operation in Ohio. Chapter 3 outlines the cost of implementing Head Start. Chapter 4 presents challenges to its implementation, focusing on facilities, staffing, collaboration, and monitoring of program quality. Chapter 5 considers the future expansion of Head Start in light of welfare reform, and chapter 6 presents LOEO's conclusions and recommendations for changes in implementing Head Start in Ohio. Findings indicate that Ohio leads the nation in state Head Start funding but provides lower per-child amounts than federal funding. State funding focuses on serving more children rather than on ensuring program quality. The availability of adequate facilities is a major barrier to serving more children, and Head Start programs need to increase their collaboration with day care providers and public schools to meet the demands of welfare reform. The oversight and management of Head Start by the Ohio Department of Education (ODE) is insufficient for a rapidly expanding program. LOEO recommendations are made in the areas of the state funding process, facilities, collaboration, and ODE oversight. Nine appendices include a selected bibliography and methods of calculating per-child costs. (AA)

ED 408 039 PS 025 422

Hearing Screening Procedures for Infants and Toddlers, Early Childhood & School Age Children.
PUB DATE- Feb 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Auditory Tests; Check Lists; *Disability Identification; *Elementary School Students; Hearing Impairments; *Hearing (Physiology); Infants; Neonates; *Preschool Children; *Screening Tests; Toddlers
IDENTIFIERS- Minnesota; Screening Procedures

This manual describes the screening procedures used to identify infants and children in need of further diagnosis and treatment for hearing loss in Minnesota. It is intended for use by Community Health Service agencies, school health programs, Head Start agencies, and voluntary agencies, and should be used as a post-training reference. Newborn hearing screening is briefly described. The bulk of the manual is devoted to the description of screening procedures for older infants and children. Section 1 presents procedures for infants and toddlers up to 3 years, including risk factors, hearing history, checklist of auditory and communication development, external inspection and otoscopy, and tympanometry. Section 2 discusses procedures for 3- to 5-year-olds, including hearing history, external inspection and otoscopy, tympanometry, pure tone screening, pure tone threshold screening, and play audiometry. Section 3 presents information on screening for school age children, including parent/teacher/child observation, external inspection and otoscopy, tympanometry, pure tone screening, pure tone threshold screening, and play audiometry. Appendices include a glossary, recommended screening frequency, environmental noise

Australian Research in Early Childhood Education. Volume 1.
PUB DATE- 97
NOTE- 145p.; Selected refereed papers presented at the Annual Conference of the Australian Research in Early Childhood Education (4th, Canberra, Australian Capital Territory, Australia, January 1996). For individual papers, see ED 390 576 and PS 025 460-471.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Administrators; Art Activities; Child Caregivers; Child Development; Childhood Attitudes; Codes of Ethics; Creativity; Day Care; *Early Childhood Education; Early Intervention; *Educational Research; Employer Employee Relationship; Ethics; Family (Sociological Unit); Foreign Countries; Low Income Groups; Outdoor Activities; Parent Attitudes; Play; Popularity; Program Descriptions; Reading Instruction; Teacher Attitudes; Teacher Role; *Young Children
IDENTIFIERS- Audiographics; *Australia; Intertextuality; Staff Attitudes

This volume consists of selected refereed papers from the fourth annual conference on Australian Research in Early Childhood Education. The papers represent a cross-section of research interests in the field of early childhood education, care, and development. Differing methodologies are also featured in this issue. The papers are: (1) "Ethics in Early Childhood Field Experiences" (Coombe and Newman); (2) "The Teacher's Role in Outdoor Play: Preschool Teachers' Beliefs and Practices" (Davies); (3) "Some Implications of Popularity at Age Four" (Dockett and Degotardi); (4) "Intertextuality and Beginning Reading Instruction in the Initial School Years (Harris and Trezise); (5) "Love, Care and Politics in Low Income Early Childhood Settings: The Process of Constructing a Professional Identity" (Hill and Veale); (6) "Directors of Early Childhood Services: Experience, Preparedness and Selection" (Hayden); (7) "Teachers Coping with Changes: The Stories of Two Preschool Teachers" (Kelly and Berthelsen); (8) "A Teaching and Learning Initiative Using Audiographics Conferencing: Some Emerging Issues" (Perry and others); (9) "An Enforceable Code of Ethics: What Do Practitioners Think?" (Pollnitz); (10) "Creativity: What Does It Mean in the Family Context?" (Tennent and Berthelsen); (11) "How Family-Centred are Early Intervention Services Staff and Parent Perceptions?" (Dempsey and Carruthers); (12) "An Examination of a Young Child's Response to Performance: Implications for Arts Curricula" (Suthers and Larkin); and (13) "Teaching Dilemmas and Employment Relationships in Child Care Centres" (Burton). Each article contains references. (EV)

ED 408 058 PS 025 460

Coombe, Kennece; Newman, Linda
Ethics in Early Childhood Field Experiences.
PUB DATE- 97
NOTE- 10p.; For the complete proceedings, see PS 025 459.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; *Early Childhood Education; Ethical Instruction; Ethics; Foreign Countries; Practicums; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Teaching Experience

prevalence of violent crime in the neighborhoods surrounding the schools. It was hypothesized that older students at both schools would be perceived as less aggressive than younger students. It was also expected that students attending school in the more violent community would be perceived as more aggressive than students from the less violent neighborhood. Peer nominations for boys attending the school in the less violent community decreased dramatically across grade levels while girls remained relatively unchanged. Peer nominations for boys and girls in the more violent community remained relatively constant across grade levels. Teachers' ratings of aggression differed as a function of school type, grade, and gender. Overall, boys were perceived by teachers and peers to be considerably more aggressive than girls at both schools. Contains 23 references. (Author/SD)

ED 408 076 PS 025 478

Chambliss, Catherine
Optimizing Infant Development: Strategies for Day Care.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Cognitive Development; *Early Experience; Family Environment; Guides; Individual Differences; *Infant Care; *Infants; Language Acquisition; Neurological Impairments; Parent Child Relationship; Parent Education; Personality Development; Public Opinion
IDENTIFIERS- *Brain Development; Critical Period; Day Care Quality; Zone of Proximal Development

This guide for infant day care providers examines the importanc of early experience for brain development and strategies for providing optimal infant care. The introduction discusses the current devaluation of day care and idealization of maternal care and identifies benefits of quality day care experience for intellectual development, sleep routines, learning opportunities, the development of empathy, and dealing with frustration. Part 1, "Why Having a Good Start Matters!," examines recent evidence regarding brain development during infancy, the importance of early experience, and the impact of enriched environments. Part 2, "Good Experiences Shape the Brain," presents information on the relationship between verbal stimulation and language development, nurturance and emotional development, enriched environments and intellectual development, and how good day care may enhance development. Part 3, "How Things Can Go Wrong!," discusses damaging experiences, the role of stress hormones in brain growth, research on children with chemical markers for various disorders, and how quality care can prevent later problems by building resilience. Part 4, "Strategies for Enhancing Day Care," delineates direct and indirect strategies for enhancing sensorimotor, social, language, intellectual, and emotional growth. (Contains 14 references.) (KDFB)

ED 408 077 PS 025 479

Yancey, Patty
Parents as Partners in the Organization and Development of Charter Schools.

PUB DATE- Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Early Childhood Education; *Educational Environment; Ethnography; Family School Relationship; *Parent School Relationship; Parent Teacher Cooperation; Participant Observation; Program Evaluation; Public Schools; *Transitional Programs
IDENTIFIERS- Project Head Start; South Dakota

This study used an ethnographic approach to evaluate the impact of the South Dakota Head Start/Public School Transition Demonstration Project on school climate and parent involvement, focusing on the impact of family service coordinators. The demonstration group was composed of children and families who received comprehensive Head Start-like services in addition to educational services, and the comparison group consisted of children and families who received only educational services. Eight family service coordinators maintained routine contacts with families and schools and provided services directly to families or through referral to other agencies. Comprehensive services included health, parent involvement, social, and educational services related to transition from preschool to the public elementary school. Data were collected in the spring of each year since 1993 from 200 of the 425 children in 2 cohorts who have received services. Data were also collected through structured interviews and participant observation. Results suggested that the family service coordinators have been instrumental in creating a more open climate in demonstration schools. Parents have become more involved in their children's education, have improved interactions with school personnel, and have become more comfortable in the schools. Because the school climate has become more open, demonstration parents/caregivers have had more input into policy and school activity decisions than comparison parents/caregivers. (Contains about 66 references.) (KB)

ED 408 095   PS 025 529

Allen, Sharon M.; And Others
Comprehensive School-Based Services: Making a Difference for Children and Families.
PUB DATE- Apr 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Midwest Sociological Society (Des Moines, IA, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Comparative Analysis; Early Childhood Education; Ethnography; Family School Relationship; *High Risk Students; Parent School Relationship; Parent Teacher Cooperation; Program Evaluation; Public Schools; *Transitional Programs
IDENTIFIERS- Project Head Start; *School Based Services; South Dakota

Early intervention programs have been designed to improve the educational chances for at-risk or poor children who are more likely than middle class children to come from families lacking characteristics that contribute to children's educational success. This study used an ethnographic orientation to

PUB DATE- 95
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Caregiver Child Relationship; Child Abuse; Child Caregivers; Child Development; *Child Health; Children; Cleaning; Communicable Diseases; *Day Care; Day Care Centers; Disease Control; Early Childhood Education; First Aid; Food; Food Standards; Foods Instruction; *Health Promotion; Nutrition; Resource Materials; *Safety; *Safety Education; Sick Child Care; Staff Development; Standards; *State Standards
IDENTIFIERS- *Arkansas; Food Preparation; Food Selection; Food Storage; Health Information; Women Infants Children Supplemental Food Program

This handbook presents child care providers with fifteen chapters containing the most current information available on child health, illness, and development. Chapter 1 addresses "Child Growth and Development" in the areas of muscle, social, emotional, and intellectual skills. Chapter 2 addresses "Children's Health Histories" and how to keep health records. Chapter 3 covers "Nutrition" and focuses on balanced diet. Chapter 4 addresses "WIC Information," including eligibility and program description. Chapter 5 discusses "Dental Health," including normal dental health and care. Chapter 6 addresses "Preparing, Handling, and Storing Food" and food purchase guidelines. Chapter 7 addresses "Preventing Injuries," including indoor and outdoor safety checklists. Chapter 8 covers "Preventing Illness," including proper hygiene. Chapter 9 addresses "Preventing Communicable Diseases," including universal precautions, and provides a guide to communicable diseases. Chapter 10 addresses "Regulations Relating to Spread of Disease" for day care centers. Chapter 11 discusses "Reporting Communicable Diseases." Chapter 12 addresses "HIV/AIDS Infection Control," including sample policies for providers. Chapter 13 addresses "First Aid in Emergencies," including supplies and techniques for handling common accidents. Chapter 14 deals with "Protecting Health of Child Care Providers," including preventing infection and precautions for pregnant providers. Finally, Chapter 15 addresses "Child Maltreatment," including reporting requirements and definitions of maltreatment. (SD)

ED 408 112 RC 020 870

Recognition of Prior Learning for Aboriginal and Torres Strait Islander Peoples. Project Report.
PUB DATE- 96
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Education; *Cross Cultural Training; Cultural Awareness; Cultural Pluralism; *Cultural Relevance; Educational Policy; Equal Education; Experience; Experiential Learning; Foreign Countries; *Indigenous Populations; Nonformal Education; Nontraditional Education; *Prior Learning; School Community Relationship; Secondary Education; *Staff Development; Vocational Education;

Frye, Nora; Panger, Janet Schultz, Comp.
Reflections of a Schoolmistress.
PUB DATE- 94
NOTE- 192p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Autobiographies; Elementary Secondary Education; Females; Higher Education; Letters (Correspondence); Life Events; Local Color Writing; Personal Narratives; *Reminiscence; *Small Towns; Teachers; *Teaching Experience; *Travel
IDENTIFIERS- Minnesota

This book compiles reminiscences and letters of Nora Frye, a native of Minnesota and a teacher. The book spans Miss Frye's lifetime, beginning with her childhood on the family farm near Elk River, Minnesota, in the 1870s. The remembrances continue through her days at the University of Minnesota and her early years of teaching in a number of small towns in Minnesota, and conclude with her travels in Europe and postretirement experiences following 46 years of teaching. At a time when many women were fortunate to finish grade school, she completed a college degree and more. When most women were dependent on the men in their families for support, she remained unmarried and supported herself by teaching, even helping others in her family when needed. Although she did not set out consciously to chronicle the years bracketing the turn of the century, Miss Frye has supplied the ambience of those times. From the perspective of a midwestern woman with rural roots to the broader cosmopolitan view of one eventually at home in New York City and Europe, the essence of this period of time is recaptured by recounting selected episodes and personalities. Her writing speaks of a life dedicated to teaching, but even more to being a lifelong learner. Her memoirs include personal recollections of Maria Sanford, one of two women professors at the University of Minnesota in the late 1800s, and of poet Vachel Lindsay. Includes photographs. (TD)

ED 408 129 RC 021 038

Funding Sources for Community and Economic Development 1997: A Guide to Current Sources for Local Programs and Projects. Third Edition.
PUB DATE- 97
NOTE- 533p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Development; Community Resources; *Economic Development; Elementary Secondary Education; *Financial Support; *Grants; *Grantsmanship; Higher Education; *Organizations (Groups); Philanthropic Foundations; Program Descriptions; Proposal Writing; Research Opportunities; World Wide Web

This guide contains information on 2,086 funding programs that provide support on national, state, and local levels for economic and community development, social services, and the humanities. The guide begins with "A Guide to Proposal Planning and Writing" (Lynn E. Miner), which includes strategies for locating information on public and private grants, systems and procedures for organizing and processing grant information, tips for writing the major components of public and private proposals, and a sample letter proposal to a private

Expenditure per Student; *Institutional Characteristics; *Rural Schools; Rural Urban Differences; School Closing; School District Reorganization; *School Districts; School Funds; School Statistics; *Small Schools; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Small School Districts

Small rural school districts constitute a major portion of the public elementary and secondary sector of education. Using information from the Common Core of Data, this report focuses on the approximately 4,000 small rural school districts operating since 1986-87; their status in 1993-94; and how they changed each year during that 7-year period, drawing comparisons where appropriate to larger districts and districts in urban and suburban settings. In this report, a small district is defined as one that has less than 25 students per elementary grade and less than 100 students per secondary grade. Chapters cover the following: (1) data sources and definitions of terms; (2) enrollment size and location of small rural districts, district grade-level types, school district consolidation, and enrollment trends; (3) school characteristics (number of schools per district, school size, grade span configuration, ungraded instruction, kindergarten and prekindergarten, and school closings); (4) student characteristics (minority groups, limited English proficiency, special education, and poverty); and (5) per-pupil revenues and expenditures and student-teacher ratios. Appendices include extensive data tables and technical notes. Contains 30 references and statistical figures. (SV)

ED 408 145 RC 021 074

Summary of Alaska's Public School Districts' Report Cards to the Public: School Year 1995-96.
PUB DATE- Apr 97
NOTE- 29p.; Some figures may not reproduce adequately. For the 1994-95 report, see ED 399 117.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Alaska Natives; American Indian Education; Dropout Rate; Educational Assessment; *Educational Objectives; *Educational Quality; Elementary Secondary Education; Enrollment; Higher Education; Parent Participation; Preschool Education; *Public Schools; *School Districts; School Statistics; Standardized Tests; Teacher Education
IDENTIFIERS- *Alaska

This report summarizes statewide data and individual school district performance for Alaska's 53 school districts and addresses how well the districts are meeting the goals of the Alaska Quality Schools Initiative. The report is divided into four sections that address the four components of the initiative: high student academic standards and assessment; quality professional standards; family, school, business, and community network; and school excellence standards. The first section, on student assessment, includes results of the California Achievement Test, National Assessment of Educational Progress, Scholastic Assessment Test, and American College Test. This section also includes information on the number of students who passed advanced placement examinations, number of high school graduates, and number of students who received an alternative diploma or certificate. The second section includes information on statewide performance standards for teachers and administrators, licensing and continuing development, teacher careers. The main goal of the SSC is to enable students to develop a lifelong interest in science and mathematics and to encourage the consideration of science, mathematics, engineering, and technology as possible career choices. This book describes the legacy of successes of these SSCs which are no longer funded by NSF. The successful programs are listed in alphabetical order by state. The camps engage young participants in the process of learning by doing, encourage students to think of mathematics and science as disciplines connected with their lives and communities, and construct experiences that promote uniquely personal scientific knowledge. (DDR)

ED 408 165 SE 060 241

Mathematics Teacher Support Package. Helping Students Work towards the Certificate of Initial Mastery and Benchmark Expectations.
PUB DATE- Oct 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Educational Strategies; Elementary Secondary Education; *Mathematics Instruction; Problem Solving; *Standardized Tests; Standards; State Boards of Education; State Curriculum Guides; *Student Evaluation; Teaching Guides; Thinking Skills
IDENTIFIERS- Oregon

This teacher support packet is based on Oregon's Academic Content Standards and Performance Standards which require higher skills of Oregon students at all grade levels. Under these standards, in order to receive a Certificate of Initial Mastery and at benchmark grade levels, students need to achieve a specific score on the statewide assessment and produce classroom work samples which exemplify this high standard. This teacher support package is intended to provide a clear description of: (1) performance standards in mathematics for each benchmark and the Certificate of Initial Mastery level; (2) examples of problems from the state multiple choice mathematics test which are at the level required by the performance standards; (3) examples of problems from each strand of the content standards which have typically been difficult for students; and (4) examples of open-ended mathematics tasks, student solutions, and the scoring guide used for these and for classroom work samples. The specific number, type, and the minimum scores required on classroom assignments are also included. (DDR)

ED 408 166 SE 060 249

Huang, Shwu-yong L.; Waxman, Hersholt C.
Classroom Behaviors of Asian American Students in Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; *Classroom Environment; Classroom Observation Techniques; Educational Strategies; Elementary

describing the essential features of classrooms that support students' mathematical understanding and by providing pictures of several classrooms that exhibit these features, it provides a framework within which teachers can reflect on their own practices and think again about what it means to teach for understanding. Chapters include: (1) "Introducing the Critical Features of Classrooms"; (2) "The Nature of Classroom Tasks"; (3) "The Role of the Teacher"; (4) "The Social Culture of the Classroom"; (5) "Mathematical Tools as Learning Supports"; (6) "Equity and Accessibility"; (7) "A Day in the Life of One Cognitively Guided Instruction Classroom"; (8) "A Day in the Life of a Conceptually Based Instruction Classroom"; (9) "Student Talk in a Problem-Centered Classroom"; (10) "Snapshots across Two Years in the Life of an Urban Latino Classroom"; and (11) "Revisiting the Critical Features of Classrooms." Contains 98 references. (JRH)

ED 408 187 SE 060 280

Marek, Edmund A.; Cavallo, Ann M. L.
The Learning Cycle: Elementary School Science and Beyond. Revised Edition.
PUB DATE- 97
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Concept Formation; Educational Strategies; Elementary Education; *Elementary School Science; Integrated Curriculum; *Interdisciplinary Approach; *Investigations; Questioning Techniques; *Science Education; Teaching Methods; Technology
IDENTIFIERS- Alternative Assessment; *Learning Cycle Teaching Method; Nature of Science

This book is about the learning cycle that moves children through a scientific investigation by allowing them first to explore materials, then to construct a concept, and finally to apply this concept to new ideas. It includes integrated learning cycles and learning cycles across the disciplines, and the uses of various questioning strategies, alternative evaluation schemes, and modern technologies. Chapters in Part One, Exploration, include: (1) "The Nature of Science and Science Teaching"; (2) "The Goals of Science Education"; and (3) "The Nature of Science." Part Two, Term Introduction, contains (4) "The Theory Base of Elementary School Science"; Part Three, Concept Application, includes the following chapters: (5) "Developing Learning Cycles"; (6) "Methods and Technologies within the Learning Cycle"; (7) "Measuring Students' Progress in a Learning Cycle Program"; and (8) "Learning Cycles for Elementary School Science." Appendices contain learning cycles for pre-K and kindergarten and protocols for formal operational tasks. (JRH)

ED 408 188 SE 060 285

Apelman, Maja; King, Julie
Exploring Everyday Math: Ideas for Students, Teachers, and Parents
PUB DATE- 93
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

and (7) evaluation. Reproducible worksheets and a glossary of concepts also are included. There are 10 lessons for kindergarten and first grade and 10 lessons for second and third grade. (EH)

ED 408 210 SO 027 238

Granfield, Linda
Canada Votes: How We Elect Our Government. Second Revised Edition.
SPONS. AGENCY- Canada Council, Ottawa (Ontario).; Ontario Council for the Arts, Toronto.
PUB DATE- 94
NOTE- 67p.; Illustrated by Craig Terlson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Childrens Literature; Citizen Participation; *Citizenship Education; Civics; *Elections; Elementary Education; Foreign Countries; Political Campaigns; Political Candidates; *Political Science; Politics; *Social Studies; Voter Registration; *Voting; Voting Rights
IDENTIFIERS- *Canada

This information book provides a student text on voting procedures in Canada. The short sections provide easy reading on the federal electoral process in Canada. Students read about who can vote, how and when women and minorities won voting rights, the different parties, the voting process --both present and past, and election day happenings. Students also follow a candidate on the campaign trail and watch the media coverage of the events. The table of contents lists the following: (1) "The Right to Vote"; (2) "Who Can Vote?"; (3) "Who's the Boss?"; (4) "Get on the List!"; (5) "An Unusual Map"; (6) "Let's Have a Party!"; (7) "Parliament"; (8) "Watch Out for Mrs. Smith!"; (9) "Thank You, Nurses!"; (10) "Now You Have It, Now You Don't"; (11) "Lessons From History"; (12) "See How They Run"; (13) "'Getting to Know You...'"; (14) "Run for the Money"; (15) "'How Do I Look?'"; (16) "Say It Louder, Please!"; (17) "Voting Underwater"; (18) "Election Day at Last!"; and (19) "After the Doors Close." Contains a 40-term glossary and an index. (EH)

ED 408 211 SO 027 254

Barr, Marilynn G.
International Winter Festivals. Projects and Patterns for Holiday Gifts, Greetings, Ornaments, Decorations, and Classroom Displays. A Seasonal Idea/Activity Book for Grades 1-6.
PUB DATE- 93
NOTE- 196p.; For related items, see SO 027 105 and SO 027 255.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; *Cultural Activities; Cultural Awareness; Cultural Education; Cultural Enrichment; *Culture; Elementary Education; Foreign Countries; Global Education; Holidays; Instructional Materials; *Multicultural Education; *Social Studies
IDENTIFIERS- Christmas; *Winter

This book provides a collection of patterns and activities based on the origins of customs and traditions practiced during the

Principles of Media Literacy," is subdivided into: (1) "Media Construct Reality"; (2) "Media Use Identifiable Techniques"; (3) "Media Are Businesses with Commercial Interests"; and (4) "Media Present Ideologies and Value Messages." Chapter 3, "Christian Discernment in a Mass-Mediated Culture," contains a "Theological Reflection" by James McDonnell. Chapter 4, "How to Introduce Media Literacy in Your Pastoral Setting," contains: (1) "The Pastoral Circle: Making the Values Connection"; (2) "Media Literacy and the Question of Production"; (3) "How to Use Sample Sessions"; (4) "Building Blocks for Curriculum Planning: 'Explore and Connect'"; and (5) "Video Overview and Integration: 'Challenging the Image Culture.'" Chapter 5, "Sample Sessions: Working with Youth," provides the following sample sessions for "You Are What You Watch": (1) Junior High: "In Your Face and Your Pocket: Who's after Your Allowance?"; (2) Senior High: "Get the Scoop: Is it True News?"; and (3) Late Adolescent: "Who Do You Say I Am? Fashion, Ads, and Beauty." Chapter 6, "Sample Sessions: Working with Adults," provides sample sessions for "The Work of Our Hands: Idolatry in the Consumer Culture": (1) Adult Faith Formation: "The New Religion: Advertising"; (2) Peace and Justice: "Rights and Responsibilities in the Media Age"; (3) Family Life/Marriage Preparation: "TV Families: Myths, Make Believe, and Magic"; and (4) Teachers and Leaders: "The Gospel Challenge of Media Literacy." The appendix includes: (1) "Create Your Own Session: Outline Format"; (2) "Ideas for Additional Sessions"; (3) Overhead Master #1: "The Pastoral Circle"; and (4) Overhead Master #2: "The Four Principles of Media Literacy." Sample sessions are included. (EH)

ED 408 234 SO 027 588

Thoman, Elizabeth, Ed.; Silver, Rosalind, Ed.
Men, Myth, and Media.
PUB DATE- 89
NOTE- 29p.; First of a two-part series on gender and the media.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Advertising; Communications; Community Cooperation; Critical Thinking; *Mass Media; *Mass Media Effects; Mass Media Role; *Mass Media Use; Partnerships in Education; School Community Relationship; Secondary Education; *Sex Bias; Social Bias; Social Studies; *Stereotypes; Television; Television Research

This issue on gender and the media contains the following (1) "Home, Home on the Remote"; (2) "Dads Through the Decades" (Mark Crispin Miller); (3) "The New Man: That's Entertainment!" (John Lehrer); (4) "Singing Men's Songs" (Kerry Skorlich); (5) "Media Myths and Men's Work" (Ian Harris); (6) "Why Are There No Asian Male Anchors?" (Ben Fong-Torres); (7) "Male Bashing" (Fred Hayward); and (8) "'Stale Roles/Tight Buns'" (Tom Nakayama). (EH)

ED 408 235 SO 028 035

Lane, Sarah; And Others
The Cora: People of the Sierra Madre.
PUB DATE- 89
NOTE- 58p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

teachers; and (4) the development of an adequate support system for beginning teachers. The interviews included items in four domains, covering the most important part of the teacher s professional task: teaching methodology, relations between teachers and pupils, subject matter, relations of teachers with parents, school administrators, and supervisors. Seventy beginning teachers participated in the study; all were employed at least half time, in kindergarten through secondary school. The results highlight the need for organized support systems for beginning teachers and for mentoring. (Contains 12 references.) (JLS)

ED 408 253 SP 037 343

Dandy, Evelyn Baker
Growing Your Own: A Model for Preparing Paraprofessionals To Be Fully Certified Teachers in Urban Classrooms.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Education; Higher Education; Minority Group Teachers; *Paraprofessional School Personnel; Partnerships in Education; Preservice Teacher Education; *Teacher Certification; *Teacher Education Programs; *Teacher Recruitment; *Urban Education
IDENTIFIERS- Chatham County School District GA

The Pathways program at Armstrong Atlantic State University (Georgia) is taking non-certified school district employees who have exemplary work records, better than average grades, and a sincere commitment to teaching and offering them tuition and other support so that they can take college courses and earn degrees leading to teacher certification. The employees must maintain a grade point average of 2.5 or higher, and upon graduation remain employed by the local public schools for at lest three years. Faculty teaching in the program have been encouraged to emphasize techniques that work well with children in urban environments. All lesson plans include a statement of relevance and must focus on participatory activities with ample opportunities for oral language development. Assignments encourage the use of materials and resources available in most urban homes. Community site visits include local museums featuring the local history and the accomplishments of local residents. This project has been accomplished through the collaboration of representatives from three institutions in Savannah (Georgia): Armstrong Atlantic State University, Savannah State University, and the Savannah-Chatham County Public Schools. Four tables are appended. (JLS)

ED 408 254 SP 037 344

Moses, Michele S.; And Others
The Pipeline and Student Perceptions of Schooling: Good News and Bad News.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

their work as teachers, teaching practices informed by this deliberation, and factors that seemed to facilitate and/or inhibit the learning of critically reflective teaching. The results of the study suggested that teacher educators can influence preservice teachers to become more critically reflective, though this work appears to be inhibited by numerous programmatic and psychosocial concerns. Furthermore, while encouraging some amount of critical reflection about teaching appears to be a realistic aim for teachers of preservice secondary social studies teachers, influencing the quality and content of such reflection seems to be the greater challenge. Factors that helped and hindered this effort to promote critically reflective teaching are identified. The course syllabus is appended. (Contains 33 references.) (ND)

ED 408 272 SP 037 362

Gillies, Robyn M.
Interactions of Children in Classroom-Based Workgroups.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Cooperative Learning; Elementary Education; Elementary School Students; Foreign Countries; *Group Activities; *Grouping (Instructional Purposes); *Interaction; Sex Differences; *Teamwork
IDENTIFIERS- Australia

This study investigated the effect of different gender and ability composition on students' behaviors, interactions, and learning outcomes during small cooperative group activities. The study involved Year 6 children (N=440) who were assigned to one of 12 four-person groups that were either gender-balanced or gender-imbalanced with different compositions of high, medium, and low ability students. The children worked in their groups on a set of social studies activities for one hour each time three times per week for six weeks. Each group was videotaped twice during the period, once in Week 3 and again in Week 6. The results showed, contrary to expectations, that the effect of different ability and gender compositions was minimal. As the members of each group had more time to work together they became more responsive to each other's needs and provided more help and assistance to each other so that all groups attained comparable learning gains. (Contains 23 references.) (Author/ND)

ED 408 273 SP 037 363

Myers, Charles B.
The Absence of Self-Study in School-University Teacher Education Reform.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

Development of a Distance Learning Study Guide in Biomechanics.
PUB DATE- Jun 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biomechanics; College Instruction; *Course Content; *Curriculum Development; *Distance Education; Higher Education; Instructional Materials; Literature Reviews; Nontraditional Education; Study Guides; Teaching Methods

The study guide presented here was created primarily from required course texts and recommended readings. A formative committee identified criteria for the content and format of the study guide, provided input on the philosophical and practical requirements, reviewed study guide questions, and provided feedback during the developmental stage. The summative committee validated the criteria identified by the formative committee and approved the draft of the study guide. The study guide consists of 200 multiple choice questions that allow the student to test his or her knowledge as it relates to the readings in the course. The results of this study indicated that the valid contents and appropriate format for a distance learning study guide in sports biomechanics can be determined. Three appendices, which comprise the bulk of the document, provide: (1) a list of required text books; (2) a list of recommended readings (general and sport specific); and (3) a copy of the study guide. (Contains 43 references.) (ND)

ED 408 294   SP 037 404

Kirkpatrick, Beth; Birnbaum, Burton H.
Lessons from the Heart: Individualizing Physical Education with Heart Rate Monitors.
PUB DATE- 97
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletics; Elementary Secondary Education; Exercise; *Games; Health Education; *Health Related Fitness; *Heart Rate; *Lesson Plans; *Physical Activity Level; *Physical Education; Physiology

Learning about the relationship between heart rate and physical activity is an important aspect of fitness education. Use of a heart rate monitor (HRM) helps a student to understand how stretching and large muscle movements gradually increase the heart rate and blood flow, and enables students to measure their exercise heart rates and set goals for meeting the sustained target heart rate zone appropriate for their individual age and condition. The first three chapters in this guide provide essential background information about the structure and function of the heart, methods for measuring heart rate, and the use of HRMs in the classroom. The remaining chapters include lesson plans designed to stimulate student learning and motivation through the use of HRMs and directions for heart rate sports and games. All of the lessons have interdisciplinary applications, and many of them include reproducible worksheets. Each lesson includes: goals, key concepts, materials needed, a description of the activity, and helpful teaching techniques. The appendices include: instructions for using HRMs; information on meeting the book. The normative sample consisted of 1,016 examinees from the United States (24 states) and Canada (1 province), representative with regard to sex, residence, race/ethnicity, geographic region, and age. Overall validity findings about the test have been acceptable, although limited by small sample size and some lack of information about student age or grade level. Previous reviews have generally supported the usefulness of the TOPL, although two reviewers have suggested that more information is needed to relate actual test items to the defined six areas, and one reviewed has pointed out some limitations in the applicability of the TOPL pictures to all students. The TOPL appears to be a tool to provide a profile of pragmatic or social language skills. (Contains five references.) (SLD)

ED 408 313 TM 026 534

Smith, Wade C., Jr.
The Establishment of the Reliability and Validity of the Professor Interpersonal Teaching Behavior Inventory.
PUB DATE- Jan 97
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Behavior Patterns; *College Faculty; Elementary Secondary Education; Factor Analysis; *Graduate Students; Higher Education; *Interpersonal Relationship; *Student Attitudes; *Teacher Characteristics; Teaching Methods; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Questionnaire on Teacher Interaction

There has been a recognized need to understand the basis of quality teaching at the secondary school level. The Questionnaire on Teacher Interaction (QTI) was developed by T. Wubbels, H. A. Creton, and H. P. Hooymayers in the 1980s to address teaching quality at the high school level. A modified version of the QTI, the Professor Interpersonal Teaching Behavior Inventory (PITBI) has been developed to study college student perceptions. A reliability and validity study of the PITBI was conducted. Participants were graduate students in a university's college of education. Factor analysis revealed that 40 of the original 64 items were not relevant to the professor's interpersonal teaching behavior, an expected result because the original instrument was developed for high school students. Retained items factored into five factors, and these factored to one factor identified as Interpersonal Communication Teaching Behavior. Correlational relationships between retained items and the relationships among items were identified. The construct validity of the PITBI is predicated on that of the QTI. Validity was best for the leadership and guidance subscale, and good for the helpfulness, and uncertainty subscales, but not valid for the temperament subscale. It is recommended that additional items be added to the subscales other than leadership and guidance to strengthen their reliability coefficients. The validity of the instrument is based on the validity of its subscales. (Contains 31 references.) (SLD)

ED 408 314 TM 026 537

studies involving groups of 77 and 62 undergraduates suggest that examinees are not highly proficient at discriminating item difficulty, a skill needed for successful application of the Kingsbury strategy. In the third study, which used 243 introductory statistics students, the Kingsbury strategy, which examinees would use only for guessed items, was compared to a generalized strategy used for all sequential item pairs. The Kingsbury strategy yielded a small average score gain, while the generalized strategy yielded an average score loss. These results suggest that only the Kingsbury strategy would enable examinees to inflate their scores successfully. (Contains 2 tables, 3 figures, and 14 references.) (Author/SLD)

ED 408 332 TM 026 585

Fierros, Edward G.; And Others
Using Multiple Methods of Assessment To Promote District Level Reflection about Instructional Improvement.
PUB DATE- 25 Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; *Data Collection; Educational Change; *Educational Improvement; Educational Practices; Elementary Secondary Education; Evaluation Methods; Sampling; *School Districts; Student Attitudes; *Teachers; Urban Schools
IDENTIFIERS- *Reflective Thinking; Reform Efforts

A common theme in current school reform efforts is that teachers within schools must become reflective practitioners if they are to become more successful in improving instruction to meet the needs of increasingly diverse populations. In an effort to help schools promote district-level reflection about instructional improvement, Boston College's Center for the Study of Testing, Evaluation, and Educational Policy (Massachusetts) assisted teachers in two urban districts to utilize an assessment approach that relied on multiple methods of gathering information about classroom practice. This approach suggests that schools seek alternative perspectives on the life of schools based on the insights and perspectives of those who are perhaps the most assiduous observers of school and classroom life, students. Survey responses from 1,402 students in one district and 720 in another were analyzed. The paper discusses the four fundamental components of the model: (1) involving practitioners in the design of assessments; (2) employing matrix sampling; (3) using multiple methods of assessment; and (4) involving practitioners in the interpretation of results. It provides examples of each of these key components from two districts. The paper also discusses the relative merits and limitations of using this model to promote district level reflection about instructional improvement. (Contains 21 references.) (Author/SLD)

ED 408 333 TM 026 586

Zhang, Zhicheng; Burry-Stock, Judy
Assessment Practices Inventory: A Multivariate Analysis of Teachers' Perceived Assessment Competency.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27,

students. Results show that students who elected to be involved in the integrated studies program had more positive attitudes toward computer use than those in the traditional school program, and they also reported more enjoyment of out-of-class activities. Students in the integrated studies program were significantly less alienated than their counterparts in the regular grade-9 programs, and academic achievement was also higher for English, mathematics, and science. Results demonstrate a lag of over 3 years between the implementation of the curriculum elements and their complete use, and that student attitudes toward the program developed favorably over time. This suggests the importance of support and encouragement for teachers as they work to implement the innovations. (Contains 1 table and 11 references.) (SLD)

ED 408 351 TM 026 751

Visscher, Irene; Schulten, Ellen
Design Approaches in Training and Education: Insights from Practice.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Theory; *Designers; *Educational Philosophy; Educational Strategies; *Instructional Design; Instructional Effectiveness; Instructional Materials; Models; Modernism; Teaching Methods; *Training
IDENTIFIERS- Postmodernism; Pragmatism

The issue of educational design was central in a study conducted at the University of Twente (The Netherlands). The goal was to describe the strategies that well-known designers in various education and training practices use. Twenty-three designers from different educational sectors (textbooks, curricula, educational media, etc.) were interviewed, and relevant project documents from their projects were reviewed. Interview findings were reviewed in light of four major movements in contemporary thinking and their underlying rationales: modernism, pragmatism, critical theory, and postmodernism. Main models of educational design can be related to these movements. In the philosophy of modernism, the planning-by-objectives model of instructional design uses logical reasoning and systematic approaches in an instrumental, or end-means, approach. The prototyping model, related to pragmatism, is useful when the goals of the design process are not clear. The deliberative model of educational design, related to critical theory, emphasizes the function of communication. The final model, the artistic model of educational design, is related to postmodernism and considers those who make decisions about instructional design as artists representing views of reality. Fragments from the interviews are used to illustrate these perspectives, although none of the designers represented the artistic rational. (Contains 2 tables and 21 references.) (SLD)

ED 408 352 TM 026 752

Jongeward, Carolyn
Visual Portraits: An Artistic Approach to Qualitative Educational Research.
PUB DATE- Mar 97

mechanism to conduct longitudinal studies of young children. This report describes the design, procedures, and results of the followup survey. In NHES:91, parents of children aged 3 to 8 years were surveyed about the care and education of their children for the NHES Early Childhood Education component. The feasibility of a longitudinal followup survey was tested by drawing a random subsample of children from that survey and attempting to locate the same respondents about 1 year later. A sample of 513 children was selected, and of the 452 parents or guardians located in the followup, 90% were successfully interviewed at the later date. Implications for longitudinal studies are discussed. It appears that the longitudinal response rate for such a survey would probably be about 62 to 65%. (Contains 8 tables, 1 figure, 1 exhibit, and 22 references.) (SLD)

ED 408 370 TM 027 405

Pollock, Judith M.; And Others
Constructed Response Tests in the NELS:88 High School Effectiveness Study. National Education Longitudinal Study of 1988 Second Followup. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 97
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Constructed Response; Costs; *High School Students; High Schools; *Mathematics Tests; Multiple Choice Tests; National Surveys; *Science Tests; *Scoring; Tables (Data); Test Construction; Test Format; *Test Reliability
IDENTIFIERS- Large Scale Programs; *National Education Longitudinal Study 1988

This report describes an experiment in constructed response testing undertaken in conjunction with the National Education Longitudinal Study of 1988 (NELS:88). Constructed response questions are those that require students to produce their own response rather than selecting the correct answer from several options. Participants in this experiment took constructed response tests in mathematics or science along with a battery of traditional multiple choice tests. Data were also collected on students' backgrounds and school experiences. The experiment, the High School Effectiveness Study (HSES), was designed to explore practical and psychometric issues in using constructed response test formats in large-scale, voluntary national surveys. After the eighth grade, NELS:88 participants dispersed to many high schools. For this study, a probability subsample of 247 urban and suburban NELS:88 first-followup schools in 30 metropolitan areas was chosen, and within-school cluster sizes of about 30 12th-grade students were also selected. The constructed response tests had somewhat lower levels of reliability than the multiple choice tests, but the greatest restraint on use of constructed response tests was the cost of scoring. Constructed responses must be read by individual human scorers. Although constructed response tests are time consuming to administer and expensive to score, they may provide diagnostic information and measurements of skill that are difficult to evaluate with multiple choice questions. Five appendixes present technical information, sample questions, descriptions of results, and data files. (Contains 13 tables and 13 references.) (SLD) summarized with one number, like an arithmetic average. However, Asian Americans think of themselves as quite different from one another, as indeed they are. In the 1990 U.S. Census, information is available for 11 different groups of Asian Americans. Drawing on information from the second followup to the National Education Longitudinal Study of 1988, this report examines differences among the six major ethnic groups of Asian American high school seniors. The "model minority" stereotype has been applied to Asian Americans with undesirable consequences. On such consequence is that Asian Americans from disadvantaged backgrounds tend to be bypassed in terms of supportive services. Differences among the Asian ethnic groups are explored for: (1) parent education; (2) parent occupation; (3) educational expectations; (4) discussions about colleges and grades; (5) time spent on homework and extracurricular activities; and (6) academic performance. A review of these areas shows that although many Asian American students are highly successful, large numbers of them are in need of assistance, support, and encouragement from parents, teachers, counselors, and institutions. One appendix discusses the measurement of variables and sample weight, and the other contains 24 tables of study data. (Contains 9 figures and 29 text tables.) (SLD)

ED 408 389   UD 031 742

Gorrell, Jeffrey; And Others
Self-Regulated Problem-Solving Awareness among Korean Children.
PUB DATE- 10 Aug 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Behavior Patterns; Elementary Education; *Elementary School Students; Foreign Countries; *Metacognition; *Problem Solving; Responses; *Student Attitudes
IDENTIFIERS- *Koreans; *Self Regulation

Korean children's knowledge of appropriate self-regulated behaviors related to the solving of school-based or nonschool-based programs was studied. An attempt was made to determine the grade level (kindergarten, first, third, and fifth) differences in perceptions of appropriate problem-solving behaviors from the perspective of self-regulation research. Twenty male and 20 female South Korean children in Seoul in each of the four grades were interviewed during normal school hours. Primary findings are that Korean children exhibit relatively high levels of self-regulation responses on the interview across all age levels and that for nonschool settings, older children exhibit greater understanding of self-regulation in problem solving than younger children. These age trends suggest an improvement in metacognitive knowledge about self-regulation. The greater awareness of older children in nonschool settings may be an indicator of their more natural responses than responses associated with schooling. An appendix contains the problem-solving interview questions. (Contains 3 tables and 24 references.) (SLD)

ED 408 390   UD 031 743

Differences in Black and White Opinion on Important Issues of Public Policy.
PUB DATE- Feb 96

ED 408 407 UD 031 761

Scott, Charles C.; And Others
Managing Diversity-Based Conflicts among Children. Fastback 414.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Conflict; *Conflict Resolution; *Cultural Differences; Cultural Pluralism; *Diversity (Student); Educational Environment; Elementary Education; *Interpersonal Relationship; Middle Schools; Minority Groups; *Multicultural Education; Peer Relationship; Socialization; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Peace Education

This guide is designed to provide assistance in handling complex situational conflicts involving diversity through appropriate conflict management strategies for diverse classrooms at the elementary and middle school levels. Diversity-based conflict is not new in the United States. The classroom is, as it has been historically, one of the major arenas for socialization. In addition to the traditional "three R's," students need to master the "R" of relationships, and teachers must help them accept diversity and learn to resolve conflict. Conflicts can be positive if they result in increased communication and understanding. Teacher communication with children is a critical element in promoting cultural harmony in any classroom. Teachers must also recognize their own cultural biases when communicating with students. They should try to model affirmation, appreciation, and acceptance for their students to create a supportive learning environment. The Peace Maintenance System described by L. Quigley and M. Zakierski (1997) and based on the Children's Creative Response to Conflict program (P. Prutzman, 1977) is an approach that enables students and teachers to create an environment in which mutual respect is paramount. Peer mediation is another approach by which conflict resolution is encouraged can be encouraged in the schools. (Contains 20 references.) (SLD)

ED 408 408 UD 031 762

Pope, Carl E.; And Others
Boys and Girls Clubs in Public Housing. Final Research Report.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- 31 Mar 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Crime; Demonstration Programs; *Disadvantaged Youth; Drug Use; *Law Enforcement; Needs Assessment; Prevention; Program Effectiveness; Program Evaluation; *Public Housing; Supplementary Education; Urban Problems; Urban Youth; Violence
IDENTIFIERS- *Boys Clubs of America; *Girls Clubs of America

This report presents findings and recommendations resulting from the evaluation of programs implemented in 15 cities by the Boys and Girls Clubs of America. These programs were implemented to

IDENTIFIERS- *Asia

This curriculum outline introduces the components of a course which explores the genre of short novels, including works by twentieth-century Japanese and Chinese authors. First, the catalogue course description and required texts are presented, highlighting the instructor's historical introduction to the development of Western, Japanese, and Chinese fiction, their distinct traditions and characteristics, and the emphasis on learning by contrast. Next, the course objectives are introduced, focusing on understanding the historical and cultural contexts of the assigned works, expressing students' thoughts, understanding and respecting cultural and aesthetic traditions, appreciating short fiction as an art form, and expanding students' reading and viewing experience through various viewpoints of others. The writing assignments are then described, emphasizing a focus on literary analysis, student creativity and initiative, self-evaluation, and class attendance and participation. A list of the college's official student academic rights and student academic responsibilities follows. The tentative schedule of the course is then provided, detailing lectures and assignments. Contains a selected annotated bibliography. (TGI)

Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; College Planning; Community Colleges; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Institutional Research; Organizational Objectives; *Program Evaluation; Research Utilization; *Self Evaluation (Groups); Two Year Colleges

IDENTIFIERS- AIR Forum; *Fourth Generation Evaluation Theory; *Researcher Role

Program evaluation can be understood as the process of looking at how all aspects of a program or department have been functioning as the basis for informed planning and decision making. Although the objective dimensions used in evaluations can vary, methodologies can be categorized according to the four category framework (i.e., describing reviews in terms of goal-based, responsive, decision-making, and connoisseurship models) or the external-internal-self study continuum, which categorizes models according to the "distance" of the evaluators from the institution. Emerging approaches to evaluation tend to view evaluation as a process rather than a discrete event and include internal evaluation methods and the controversial fourth generation evaluation. This approach suggests that the first three generations of review (i.e., measurement, description, and judgment) fail to accommodate value pluralism, extend too much power to managers, and are overly dependent on the scientific paradigm of inquiry. Fourth generation review applies a constructivist world view, denying the existence of a scientifically verifiable reality, to a responsive model of evaluation, in which all stakeholders' concerns are taken into consideration. Although the role of the institutional researcher varies with the evaluation methods used, the emerging models call upon researchers to provide knowledge of institutional contexts and decision-making in addition to technical data. Includes a description of a modified fourth generation review undertaken at Douglas College. Seventeen principles related to unit review are appended. (HAA)

*Centralization; *Change Strategies; College Faculty; *Community Colleges; Deans; *Organizational Change; *School Organization; Two Year Colleges
IDENTIFIERS- *Austin Community College TX

Austin Community College (ACC) is undergoing reorganization in an attempt to create a "single college" organizational structure to replace its current "campus with five competing colleges" model. By doing so, ACC hopes to create an atmosphere in which short and long range planning efforts are aimed at the overall good of the organization. The three principles of the reorganization include: responding to student, faculty, and administrator concerns, becoming more responsive to the local business community with workforce education, and empowering faculty decision making. ACC has restructured the administration, adding two vice-presidents and replacing department chairs with 7 deans and 19 to 20 assistant deans drawn from the full-time faculty. In addition, 18 instructional task forces will have major academic programming responsibilities and will act as a link between the deans and faculty. For workforce education, 6 coordinating committees and 39 program coordinators will work with their respective instructional task forces. Task force leaders will be provided release time and cash stipends for their administrative duties. Three provosts will oversee multiple colleges, with one overseeing the three, geographically close campuses in the central Austin area, another coordinating the growth of two developing campuses, and a third linking the programs of ACC's extension operation with a comprehensive campus. (Includes a chart of the instructional task forces.) (ECF)

Adams, Gina C.; Poersch, Nicole Oxendine
Key Facts about Child Care and Early Education: A Briefing Book, 1997 Edition.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Child Welfare; *Day Care; Day Care Centers; *Early Childhood Education; Employed Parents; Financial Support; *Government Role; Low Income Groups; Mothers; *Resource Materials; School Age Day Care; State Action
IDENTIFIERS- Child and Adult Care Food Program; *Child Care Needs; Day Care Licensing; Project Head Start; Quality of Care; Welfare Reform

This briefing book from the Children's Defense Fund contains factsheets on child care and early education issues. Areas covered include basic facts about early childhood education and care; their importance to children, families, and communities; some of the challenges facing families who need day care; and key child care and early education policies and programs. The book is organized into three parts. Part 1, which contains nine sections, presents basic facts on child care and early education, the importance of good-quality care and its role in helping low-income working families, the inadequacy of the supply of care, and three groups that face particular problems accessing good-quality care: low-income children, very young children, and school-age children. Quotes from parents and experts about the problems families face finding care conclude Part 1. Part 2, which contains five sections, covers the various programs and policies that help families access child care. This part begins with an overview of the roles played by federal, state, and local governments and the private sector. It then summarizes the 1996 welfare law's impact on child care and presents factsheets on Head Start, state prekindergarten initiatives, and the Child and Adult Care Food Program (CACFP). Part 3, which contains 10 tables, provides state data on a variety of child care and early education issues, including maternal labor force participation, preschool participation rates of poor children, state rankings on financial commitment to child care, Head Start enrollment by race and ethnicity, and the number of children and programs participating in the CACFP. (EV)

level check, check sheets for mechanical function and biologic calibration, and forms used in hearing screening programs. (KDFB)

ED 408 040 PS 025 423

Shearer, Christopher A.
Success Stories: How School Health Centers Make a Difference. A Special Report of the National Health and Education Consortium.
SPONS. AGENCY- Aetna Life and Casualty Foundation, Inc., Hartford, CT.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Elementary Schools; Elementary Secondary Education; High Schools; Personal Narratives; *School Health Services; Social Support Groups
IDENTIFIERS- *School Based Health Clinics; School Based Services; Vignettes

This booklet provides examples of how students have been helped through the provision of school-based health care. The stories, submitted by principals, school nurses, nurse practitioners, doctors, health center directors, and students, illustrate the pressing health problems faced by students today. The problems addressed in these personal narratives are asthma, depression, tooth decay, leukemia, grieving, nutrition, vision problems, hypertension, and ear infections. The narratives relate how these problems affect a child's health status, time in the classroom, and ultimately, their academic achievement. Introductory information and a contact name and phone number are provided for each story. A rationale and suggestions for evaluating school-based health center programs are included. An appendix lists the members of the National Health and Education Consortium and gives an overview of the Consortium's goals. (Author/KDFB)

IDENTIFIERS- Australia (New South Wales)

The place of ethics in the professions is often unquestioned. What is not so clear is the awareness of students of early childhood education about ethical issues and their contribution to ethical practice. This study investigated student experiences and perceptions of ethical dilemmas in their practicums. A survey of 171 early childhood students at two Australian universities was used to establish: (1) the level of student awareness of the existence of the Australian Early Childhood Association's "Code of Ethics"; (2) what they believe constitutes ethics; and (3) their perceptions of ethical dilemmas encountered in their practicums and their ability to respond. Results indicated that there seemed to be the general expectation that codes of ethics are imposed from beyond the day-to-day lives of practitioners and that there is little sense of ownership of what is contained within such codes and limited consideration of the students' own moral and ethical stances. All but two students were aware of the Code of Ethics, while more than two-thirds of the students reported that they had witnessed three or more situations of ethical dilemma while completing practicums. The dilemmas that were described, however, indicated some confusion in understanding the difference between ethical dilemmas and the observation of poor practice. Dilemmas could be placed into three categories: interactions and practices, abuse, and supervision of practicum students. Data also showed that students' perceptions of their ability to handle ethical dilemmas were correlated with their year in the program. (Contains 11 references.) (EV)

PUB DATE- Mar 97
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Qualifications; Administrator Role; Administrator Selection; Case Studies; *Charter Schools; Elementary Education; Elementary Schools; *Parent Participation; Parent Teacher Cooperation; *Parents; Participative Decision Making
IDENTIFIERS- California; Parent Administrator Relationship

This case study examined the role of parents as decision-makers in the founding of an elementary (K-1) charter school serving 44 children and their families in a California metropolitan area. The study focused on the working relationship between the parents and the founding director, and the effects of this relationship on the organization's functioning. Data were collected through 7 months of participant observation, interviews conducted with staff and parents, and document analysis. Data included: (1) dissension among parents regarding the founding teacher's performance, especially with regard to making decisions unilaterally; (2) negative feelings and beliefs about the regular public schools serving as an anchor in the decision to found the charter school; (3) the powerful role designated for the founding director in the charter school petition; (4) the director's abandonment of a collective structure for a hierarchical decision-making structure; (5) the uniting of parents and staff as they prepared the school site; (6) parental concerns about curriculum and discipline; (7) the lack of a formal grievance procedure; (8) the use of mediation to address parent-director conflict; and (9) parents' lack of knowledge or engagement before the school opened. The study concluded that parents need to take responsibility for making crucial organizational decisions from the beginning and noted that parents and others can learn strategies for making good organizational and educational decisions for their local school. (Contains 25 references.) (KDFB) evaluate the impact of the South Dakota Head Start/Public School Transition Demonstration Project on poor children and their families. The demonstration group was composed of children and families who received comprehensive Head Start-like services in addition to educational services, and the comparison group consisted of children and families who received only educational services. Eight family service coordinators maintained routine contacts with families and schools and provided services directly to families or through referral to other agencies. Comprehensive services included health, parent involvement, social, and educational services related to transition from preschool to the public elementary school. Data were collected in the spring of each year since 1993 from 200 of the 425 children in 2 cohorts who have received services. Data were also collected through structured interviews and participant observation. Results indicated that children's health, school attendance, and home situations have improved. Parents and caregivers have been empowered, have become more involved in their children's education, have improved interactions with school personnel, and have become more comfortable in the schools. (Contains about 67 references.) (KB)

*Vocational Evaluation
IDENTIFIERS- *Australia; Australia (Torres Strait)

Recognition of Prior Learning (RPL) is an Australian program that helps people to obtain formal recognition for relevant work experience, life experience, and formal training. This report documents existing good practices in RPL assessment and staff training for Aboriginal and Torres Strait Islander peoples, provides information on culturally appropriate RPL processes for these groups in the National Vocational Education and Training system, and advises the National Staff Development Committee on approaches for training RPL staff working with Aboriginal and Torres Strait Islander peoples. Project findings emerged from national consultations with Aboriginal and Torres Strait Islander peoples and a search of Australian and overseas literature. The project found that some RPL programs currently exist for Aboriginal and Torres Strait Islander peoples. Some have the potential to meet the goals of the National Aboriginal and Torres Strait Islander Education Policy; others do not provide for local cultural needs nor are they underpinned by the goals of access, equity, and self-determination. The development of culturally appropriate RPL practices must build upon existing examples of good practice, and initiatives in RPL staff development for Aboriginal and Torres Strait Islander peoples should incorporate the following: self-determination at the local level after the community has evaluated appropriate information about RPL; equitable access based on cultural considerations regarding language, customs, values, and priorities; and mechanisms whereby Aboriginal and Torres Strait Islander communities can participate in determining the processes for establishing culturally appropriate RPL. An appendix includes details of case studies in the report. Also included are an extensive bibliography and a glossary. (TD)

foundation. A list of World Wide Web sites provides additional information on sponsoring organizations and their application procedures. The main section of the guide lists grant programs in alphabetical order. Each entry includes a program description stating the program's function and goals; restrictions and requirements; brief descriptions of recently awarded grants including recipient name, city and state, purpose of the award, amount, and date; funding amounts; deadlines; when appropriate, the Catalog of Federal Domestic Assistance program number; and a contact person. Four indexes provide cross-referencing: (1) the subject index lists all program titles and accession numbers under subject terms that target specific areas of interest; (2) the sponsoring organizations index lists all program sponsors alphabetically, each followed by the titles and accession numbers of their funding programs; (3) the grants by program type index lists 26 program categories covering areas such as awards/prizes, capital construction, community development, cultural outreach, institutional development, dissertation/thesis research support, educational programs, environmental programs, fellowships, scholarships, and training programs; and (4) the geographic index lists programs that have a state or regional geographic focus, by state. (LP)

salaries, and the number of Alaska hires for 1996. The third section summarizes school district efforts to increase parent involvement in schools. Six districts are currently involved in Partnership 2000, a national initiative to provide opportunities for parent and family support of student learning. The fourth section includes information on school accreditation, certification of preschool education programs, student attendance rate, 9th-grade-cohort graduation rate, annual dropout rates for grades 7-12, environmental education, and total education revenues and expenditures for 1995-96. Data on individual school districts include demography, supplemental program participation, and results of the California Achievement Test. Includes a list of Alaska school districts and superintendents and many data tables and figures. (LP)

Secondary Education; Learning Strategies; *Mathematics Instruction; Sex Differences; *Student Attitudes; *Student Behavior
IDENTIFIERS- *Asian American Students

This study examines Asian American middle school students' classroom behaviors in mathematics using systematic classroom observation techniques. The study explores questions related to classroom behaviors in terms of interactions with teachers, classroom settings, activities, and manners; differences in classroom behaviors between boys and girls and between students at different grade levels; and significant differences in classroom behaviors as a result of the interaction of gender and grade level. The data for this study were obtained using the Classroom Observation Schedule with Asian American middle school students (N=463). Individual students were observed with regard to their interactions with teachers and/or peers, the settings in which the observed behaviors occurred, the types of materials the students were using, and the specific types of activities in which they engaged. The results indicate that Asian American students in this particular school district spent slightly over half of the time interacting with their teachers for instructional purposes. They also spent a large portion of their time either watching, listening, or working on written assignments. Contains 42 references. (DDR)

(052)
DESCRIPTORS- *Educational Strategies; Elementary Education; *Mathematics Activities; *Parent Participation; *Relevance (Education); Student Projects; Teaching Guides; Teaching Methods

This book focuses on everyday math and parent involvement. It is divided into three parts and contains activities that help teachers involve parents in everyday math. Part I, Getting Started, describes the organization of the book and includes a curriculum chart. Part II, Involving Parents, discusses how children learn math and strategies for explaining the program. Part III, Everyday Math Activities, includes activities on the topics of family history, personal statistics, supermarket shopping, in the kitchen, eating out, money management, telephone math, taking care of the mail, and cars and travel. Every activity chapter begins with a chapter overview and presents activities sequentially, starting with math activities for younger children and progressing to more advanced projects for the upper elementary grades. Sample letters to parents and lists of favorite children's books are also included. (JRH)

ED 408 189   SE 060 286

Observation Matrices for On-Going Assessment and End of the Year Evaluation. Mathematics First Grade - Eighth Grade.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Data Analysis; Data Collection; Elementary Secondary Education; Geometry; *Mathematical Concepts; *Mathematics Achievement; *Mathematics Education; Number Concepts; Problem Solving; *Standards; *Student Evaluation

This kit contains observation matrices for on-going assessment and end of the year evaluation for grades 1 through 8. Each matrix is divided into the areas of numeration, geometry, patterns, measurement, problem solving, data, and computation. Performance indicators indicate four levels of proficiency where Level I indicates minimal performance and Level III indicates proficient performance. (JRH) winter holiday seasons in countries around the world. Christmas is a Christian tradition, but it is recognized by many in the world as a time of joy, hope, peace on earth, and goodwill for all. This book examines how many cultures have adapted this tradition or developed other winter traditions. The book features hands-on cut-and-paste activities for gifts, greetings, decorations, ornaments, bulletin board displays, songs, games, and holiday cooking ideas. Activities include materials lists, diagrams and directions, and illustrations of completed projects. The table of contents lists the following sections: (1) Africa; (2) Antarctica; (3) Asia; (4) Australia; (5) Europe; (6) North America; (7) South America; and (8) "Global Christmas Symbols." (EH)

ED 408 212 SO 027 255

Barr, Marilynn G.
International Fall Festivals. Projects and Patterns for Holiday Gifts, Greetings, Ornaments, Decorations, and Classroom Displays. A Seasonal Idea/Activity Book for Grades 1-6.
PUB DATE- 94
NOTE- 197p.; For related items, see SO 027 105 and SO 027 254.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; *Cultural Activities; Cultural Awareness; Cultural Education; Cultural Enrichment; Elementary Education; Foreign Countries; Global Education; *Holidays; Instructional Materials; *Multicultural Education; *Social Studies
IDENTIFIERS- *Autumn

This book provides a collection of patterns and activities based on the origins of customs and traditions practiced during the fall holidays in countries around the world. Students celebrate traditional and contemporary fall holidays by creating art projects and writing about the celebrations. The book features hands-on cut-and-paste activities for gifts, greetings, decorations, ornaments, bulletin board displays, songs, games, and holiday cooking ideas. Activities include materials lists, diagrams and directions, and illustrations of completed projects. The table of contents lists the following sections: (1) Africa; (2) Antarctica; (3) Asia; (4) Australia; (5) Europe; (6) North America; (7) South America; and (8) "Around the World." (EH)

(051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *American Indian History; *American Indians; Art Activities; *Cultural Activities; Elementary Secondary Education; Human Geography; Instructional Materials; *Multicultural Education; Mythology; Symbolism
IDENTIFIERS- *Cora People; Masks; *Mexico

This text explores an isolated and indigenous people who live in the Sierra Madre Occidental in Mexico. Isolation has allowed the Cora Indians to maintain their traditional customs to a much greater extent than many other groups of Native Americans. The historical and geographical contexts of the Cora are presented in this curriculum resource. Readings include: "History and Geography"; "Life of the Cora"; "Myth of the Cora"; and "Art of the Cora." These topics may be studied independently and in any sequence. Discussion questions and student activities are provided to support each topic. Instructions are given for art activities: "Ojos de Dios" (eye of God); "Hasha Masks"; and "Making a Backstrap Loom." Contains 15 references. (MM)

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Academic Aspiration; Computer Science Education; Equal Education; High School Students; High Schools; *Mathematics Education; *Science Education; Sex Role; *Sex Stereotypes; *Socioeconomic Status; *Student Attitudes; Surveys

The existence of a math/science "ipieline" in public schooling is well documented in which the number of female students, students with lower socioeconomic status, and students of color in proportion to white males in advanced math and science progressively shrinks during high school. As part of an ongoing gender equity project, separate versions of a survey were administered to eight high schools and five middle schools in both Spanish and English. The sample analyzed in this paper is drawn from five high schools, ranging in size from 470 to 800 students. The analysis of the data focused on four variables: "Educational Aspirations" showed females with higher aspirations than males, and students with the highest socioeconomic status (SES) had higher aspirations than students with the lowest SES. "Pipeline Course Taking" showed males and students with higher SES having taken or planning to take more than three of the five pipeline courses. "Advanced Pipeline Course Taking" showed that males and students with higher SES had taken or planned to take more advanced pipeline courses than females. "Attitudes toward Pipeline Courses" showed males and students with higher SES having more positive attitudes, especially in 12th grade. In response to a question about career aspirations, a lower percentage of females and students with a lower SES aspired to some scientific and technical fields. A higher percentage of students in these same categories aspired to careers in the helping professions. The data indicated that even though they may have high educational and career aspirations, females and students of lower SES tend to opt out of advanced math, science, and computer courses. Ten figures provide graphic results of the survey. (Contains 34 references.) (SPM)

DESCRIPTORS- College School Cooperation; *Educational Change; Elementary Secondary Education; Higher Education; *Instructional Improvement; Organizational Effectiveness; Partnerships in Education; Preservice Teacher Education; Program Effectiveness; *Self Evaluation (Groups); *Self Evaluation (Individuals); Teacher Improvement
IDENTIFIERS- Reform Efforts

Leaders of many reform and restructuring efforts in schools and in teacher education ignore or avoid serious self-study by not looking critically at themselves, their work, the assumptions from which they operate, and the successes and failures of their efforts. Nearly all school-university reform efforts exhibit weaknesses that can be tied directly to an absence of self-study. An approach to improving schools, teaching, and student learning that emphasizes self-study begins by examining how learning, teaching, schools, and teacher knowledge and competence guide rethinking of professional work, and how current school experiences of students and teachers, school contexts, and activities of teacher educators fit with these visions. Current scholarship provides information and guidance especially in relation to the following focuses: (1) learning as experience-based intellectual construction; (2) teaching as professional problem-identification and problem-solving; (3) schools as learning communities; (4) teacher knowledge and competence as developed from reflective practice; and (5) self-study as a medium for professional learning. (Contains 49 references.) (ND)

National Association for Sport and Physical Education (NASPE) physical education content standards; and tips for securing funding for HRMs. (ND)

ED 408 295   SP 037 406

Sports Nutrition.
PUB DATE- 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletes; *Athletics; Body Weight; Eating Disorders; *Eating Habits; Higher Education; *Nutrition; *Physical Fitness; Secondary Education
IDENTIFIERS- Steroids; Weight Loss; *Weight Maintenance

This guide deals with various aspects of sports and nutrition. Twelve chapters are included: (1) "Sports and Nutrition"; (2) "Eat to Compete"; (3) "Fit Folks Need Fit Food"; (4) "The Food Guide Pyramid"; (5) "Fat Finder's Guide"; (6) "Pre- and Post-Event Meals"; (7) "Tips for the Diabetic Athlete"; (8) "Pinning Down Your Optimal Weight"; (9) "Pills, Powders and Potions"; (10) "Steroids in Sports"; (11) "Meals On-the-Go"; and (12) "Eating Disorders." Appendices provide special resource guides on sports nutrition, anorexia nervosa and bulimia, and weight control and obesity. Also included are handout masters on the following topics: sports nutrition tips; top sports foods; sample high carbohydrate restaurant meals; foods highest in carbohydrates; the pre-competition meal; fluids, dehydration and thirst quenchers; how to lose weight and maintain energy; and how to handle eating disorders. (ND)

Haanstra, Folkert; And Others
Long-Term Effects of Art Examination Programs in Dutch Secondary
Schools.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Chicago, IL, March 24-28,
1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Art Appreciation; *Art Education;
Art Expression; Art History; Art Products; Career Choice;
Cultural Education; Foreign Countries; *Outcomes of Education;
Secondary Education; *Secondary School Students; Student
Attitudes; *Test Use; *Testing Programs
IDENTIFIERS- Netherlands

Art education in The Netherlands, which had been dominated by an expressive approach that emphasized creative self-expression, has recently changed its emphasis to reflect a discipline-based approach and the wish for more accountability in art instruction. Final examinations have been produced for secondary art classes, with the testing of art production left to the individual school and art history and analysis assessed through state-controlled written examinations students may elect to take. This study investigated the effects of art examination programs in secondary education on both the cultural participation (enjoyment and appreciation of the arts) of students later in life and their career choices. The cultural participation and careers of 1,031 students from 31 secondary schools who took the art examinations between 1975 and 1985 were studied. Students who chose the art examinations were already more culturally active before the start of the examination program in terms of art activities and art "consumption." At 10 to 20 years after the examinations, students who took them were more active consumers of art and had more favorable attitudes toward art than those who did not even when controlling for students' prior interests. Students who chose art examinations were more likely to pursue education in which art activities were required and were slightly more likely to follow careers with high cultural status, although the taking of art examinations was not related to career economic status. Whether or not art examinations should be a required part of a secondary school humanities examination packet is discussed. (Contains two figures, seven tables, and nine references.) (SLD)

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; *Educational Assessment; Educational Practices; Elementary Secondary Education; Evaluation Methods; Measurement Techniques; *Multivariate Analysis; Psychometrics; Teacher Attitudes; Teacher Education; *Teachers; *Teaching Experience; Test Reliability; Test Validity
IDENTIFIERS- Composite Scores

A study was conducted to determine the psychometric properties and the subscales of a 67-item Assessment Practices Inventory (API) and to examine the effects of measurement training and teaching experience on teachers' perceived assessment competency. Data were collected from 311 teachers on the API. The reliability of the API was supported by a Cronbach alpha of 0.97. Construct validity of the API was examined using Rasch model and factor analyses. Based on the factor analysis, seven composite scores were formed on which a 2 x 3 multiple analysis of variance was conducted to examine the effects of measurement training and teaching experience on teachers' perceived competence in seven assessment categories. Multivariate interaction effects between measurement training and years of teaching were significant (p 0.05). Subsequent examination revealed significant multivariate simple effects of measurement training at 4 or more years of teaching in two factor-analyzed assessment categories (p 0.01). Followup comparisons between the means indicated that among the teachers who had taught 4 or more years, those with measurement training believed they were more skilled than those without measurement training in two main assessment categories (p 0.001; p 0.05). Implications for measurement training are discussed. (Contains 5 tables and 25 references.) (Author/SLD)

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Art Expression; Art Products; Data Analysis; *Educational Research; Foreign Countries; Profiles; *Qualitative Research; *Visual Arts
IDENTIFIERS- *Portraits; *Researcher Subject Relationship

Traditional forms of research limit the nature of research inquiry, interpretation, and representation. Educational research that is informed by artistic practice is described in this exploration of visual portraits as images of the subjects of research. The research context was a 10-week adult education course titled "Design: Focus on Creative Process" taught at the School of Continuing Studies, University of Toronto (Canada). Six visual portraits were created to convey the integrity and diversity of six of the students. Unanticipated connections were revealed as the created image joined forms and experiences. The process of creating the portraits and their representations of the students' experiences is described in detail for three of the participants. The process benefited the research by: (1) showing the integrity of the artist as researcher; (2) creating coherence between visual portraits and research; (3) displaying the intimacy between researcher and participants; (4) showing the complementary nature of visual portraits and data analysis; and (5) showing the complementary nature of visual portraits and participant profiles. (Contains seven references.) (SLD)

ED 408 371 UD 031 714

Schwartz, Wendy
Smoking Prevention Strategies for Urban and Minority Youth. ERIC/CUE Digest, Number 120.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; *Health Education; Minority Groups; *Prevention; Program Descriptions; *Program Development; *Smoking; Tobacco; *Urban Youth
IDENTIFIERS- ERIC Digests

Urban areas are the sites of many smoking prevention strategies targeting special populations. This digest provides an overview of these initiatives. Adolescents smoke for the same reasons that they use alcohol and other drugs. Personal factors that contribute to risk are enhanced by tobacco company advertising that makes smoking seem attractive. Several essential components of tobacco prevention education have been identified. They include emphasis of the facts that: (1) smoking is not personally or socially desirable; (2) it takes away the smoker's free choice; (3) it is not an adult habit nor an effective act of rebellion; (4) smoking destroys good health; and (5) most teenagers do not smoke and it is acceptable to refuse to smoke. Anti-tobacco education is best begun at an early age, as some examples of programs demonstrate. Suggestions are offered for schools, the community, and the family to help prevent the beginning of smoking by adolescents. Although cigarette smoking has been decreasing, there is some evidence that youth are getting caught up in the cigar smoking fad and that smoking promotions on the Internet are having an influence. Anti-smoking initiatives must be maintained and updated. (Contains 12 references.) (SLD)

NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affirmative Action; *Blacks; *Busing; Economic Factors; Elementary Secondary Education; Government Role; *Opinions; Political Attitudes; *Public Policy; *Racial Relations; School Desegregation; School Prayer; Social Influences; Surveys; *Whites
IDENTIFIERS- African Americans

Drawing mainly on cross tabulations of some variables from the General Social Survey of the Roper Center for Public Opinion Research at the University of Connecticut, this paper reports black and white Americans' opinions on key issues of policy debate in the United States. In some cases, opinions are reported over a span as long as 22 years. When necessary, the report has drawn on other data sources, including newspaper polling results. Opinions are given in five sections: (1) economics; (2) social; (3) politics; (4) racial attitudes; and (5) views on the role of the government. The educational researcher finds some opinions of education particularly interesting. For example, a majority of Americans favor the Supreme Court's banning of school prayer, but there are differences between blacks and whites about the ban. Support for the ban among African Americans has consistently been weaker than among whites. By 1984, support had fallen to as low as 18%. Another social issue discussed is the busing of children from one school district to another. White support for busing was generally weak in the 1970s, but rose in the 1980s, to a peak of 30% in 1991. African American support for busing has hovered between 50 and 60%, but appears to have leveled at slightly less than 60% since 1990. Related to the field of education is the belief of more than three-quarters of whites and 82% of blacks that differences in income, jobs, and housing between these ethnic groups is not due to blacks having less inborn ability to learn. However, evidence from the survey indicates that historically a majority of white Americans does not agree that the Federal Government has a special obligation to African Americans because of past discrimination. Blacks support, although not by a wide margin, the idea that the government does owe a special debt to African Americans. Appendixes contain seven tables of supplemental information about survey responses and other data. (Contains 28 figures.) (SLD)

ED 408 391 UD 031 744

Holden, E. Wayne; Danseco, Evangeline R.
Child and Family Predictors of Academic Functioning in Homeless Children.
PUB DATE- Aug 96
NOTE- 5p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Age Differences; *Children; *Cognitive Processes; Disadvantaged Youth; Educational Attainment; Elementary Secondary Education; Emotional Problems; Family Characteristics; *Homeless People; Mothers; Multivariate Analysis; Parent Background; *Prediction; Sex Differences; Urban Youth

distribute variations on the "Weed and Seed" program and its provision of crime and drug prevention programs. The overall goal of Weed and Seed was to form partnerships between law enforcement and local communities in order to interdict the cycle of drugs, violence, and crime often found in deteriorating areas of major cities, weeding out violent offenders and seeding high-crime neighborhoods with community-based programs. The Boys and Girls Clubs of America began demonstration projects under Weed and Seed in cities in public housing where there had previously not been any similar programs. Fifteen of the 22 new projects were studied in this evaluation. Each of the 15 sites is described, and information is provided about data collection and programming activities. The 15 projects were organized and implemented with commitment and energy. A few types of programs were particularly promising, such as the comprehensive efforts of five programs and the educational enhancement of five others. Recommendations are made for program continuation and improvement, centering on the development of long-term objectives, clarity about project goals, needs assessment, and special emphasis programming. The importance of record keeping and careful program evaluation is stressed. (Contains 13 references.) (SLD)

ED 408 409 UD 031 763

Bruner, Charles
Realizing a Vision for Children, Families, and Neighborhoods: An Alternative to Other Modest Proposals.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 73p.; Foreword by Douglas Nelson and Commentary by Otis Johnson. Paper presented at the Carter Center Leadership Symposium on Community Strategies for Children and Families: Promoting Positive Outcomes (Tampa, FL February 14-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Childhood Needs; *Delivery Systems; Educational Change; *Educational Improvement; Elementary Secondary Education; Family Characteristics; Financial Support; National Programs; *Neighborhood Improvement; Public Policy; Resource Allocation; State Programs; *Urban Schools

What is needed to help children succeed at high levels is already known, and that vision and commitment are essential to bring about reform efforts that research has already established as effective. Conditions that contribute to academic success and well being include nurturing and supportive families, economically and socially healthy neighborhoods, and effective public service systems. Although researchers have developed an understanding of the practices that produce these conditions, the country is currently doing very little to finance them. Even though it is widely recognized that services must be more community-based, flexible, family focused, asset-based, and comprehensive, most services are in fact fragmented, categorical, reactive, deficit-oriented, and remote from the real needs they should meet. It will take substantial public sector investments or redeployments of funding to create the needed new services and opportunities. It will take new vision at the national level as well as at state and local levels to secure these needed investments. (Contains four tables.) (SLD)

ED 408 410 UD 031 764

Randolph, Norman
Youth Gangs--In Search of a Miracle: Our Part.
PUB DATE- 96
NOTE- 25p.; Reprinted from "Gangs, My Town and the Nation" by Norman Randolph, Learning Publications, 1996.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Community Involvement; *Delinquency; *Drug Use; *Economic Factors; Elementary Secondary Education; Extracurricular Activities; *Juvenile Gangs; Participation; *Prevention; School Safety; Social Problems; *Urban Problems

Doing something positive about youth gangs will require hard work, attitude change, and enlisting the help of many people. In addition to the many obvious causes of gangs, there are less well-known factors, such as academic achievement, that are related to youth participation in gangs. Participation in extracurricular activities helps young people resist the lure of gangs. It is obvious that communities must provide safe neighborhoods, and it is also apparent that any program that does not receive wide neighborhood support will not be effective in opposing gangs. Even in an active and mobilized neighborhood, the forces that support gangs can be overwhelming, especially those related to the economics of illegal drugs. Addressing the drug problem and providing other economic opportunities for youth are essential to overcoming gangs. It is important to mobilize existing strengths in the community, such as that of churches, to create hope and community solidarity. (SLD)

ED 408 411 UD 031 765

Cooke, Gwendolyn; McEvoy, Alan
Mothers of Gang Members Give Voice.
PUB DATE- 97
NOTE- 26p.; Reprinted from "The High School Magazine for Principals, Assistant Principals, and All High School Leaders," National Association of Secondary School Principals, v4 n3 p46-55 Mar-Apr 1997.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Crime; Delinquency; Disadvantaged Youth; Hispanic Americans; *Juvenile Gangs; *Mothers; *Parent Child Relationship; Parent Participation; Peer Influence; *Racial Discrimination; *Urban Youth; Violence
IDENTIFIERS- Ku Klux Klan; *Skinheads; *Texas (Dallas)

Three mothers whose children were connected to Dallas (Texas) gangs told their stories at the Fourth Joint National Conference on Gangs, Schools, and Community. It is said that gang members come from dysfunctional families, usually from homes where fathers are not present or involved in children's upbringing. In spite of a great deal of research and media attention to youth gangs, little is known about the parents of gang members. Many gang members do come from homes where parents are not involved, but many have parents who are loving and hard working and who do all they can to raise their children in safety. The story of a Hispanic American mother, herself a social worker, and the enormous and successful effort she made to wean her son from the gang he had joined illustrate the attraction gangs can have for young people who are heavily influenced by peers. The second story, that of a woman whose only son was killed in a drive-by shooting, tells the efforts she is making to ensure the safety of the granddaughter whose responsibility she has assumed. The third speaker, the mother of a son who joined a skinhead organization and supported the Ku Klux Klan, told about the effort required to change her son's thinking and reestablish the tolerance with which he was raised. (SLD)

ED 408 412 UD 031 770

Welch, Olga M.; Hodges, Carolyn R.
Standing Outside on the Inside. Black Adolescents and the Construction of Academic Identity. SUNY Series, The Social Context of Education.
PUB DATE- 97
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Access to Education; *Adolescents; *Black Students; *College Preparation; *Enrichment Activities; *Equal Education; High Schools; Program Development; Self Concept; Urban Schools; Urban Youth
IDENTIFIERS- African Americans; Identity Formation; *Project EXCEL

Project EXCEL, developed from a 2-year pilot study, provided college enrichment in reading, writing, and foreign languages for rising sophomores and sophomores in two inner-city high schools. One school had a predominantly black student body; the other had a student body that was 40% black. This study focused on the sources of equality and oppression in society that affect the achievement of African American students who have the potential but not the skills to go to college and it investigated their experiences in Project EXCEL and its effects on students' academic identities. Chapter 1, "Education and Equal Opportunity: The Failed Promise," examines barriers to academic achievement for African American students. Chapter 2, "Precollege Enrichment for African American Adolescents and the Construction of Achievement Identities: Is There a Relationship?," addresses attitudes toward scholarship and their relation to college preparation for African Americans. In Chapter 3, "The Lana Turner Syndrome: African American Achievement and the Dream Deferred," case studies of achievement that rests on being discovered are presented. Chapter 4, "Diffusing the Rumors of Inferiority: Creating a Climate of Excellence," addresses the complex problem of underachievement. In Chapter 5, "Equal Access to Excellence: Shifting the Center and Reconstructing Knowledge," reviews the history of barriers to equal access and offers some alternatives to bring about school reform and equal education. (Contains 109 references.) (SLD)

ED 408 413 UD 031 771

Seller, Maxine, Ed.; Weis, Lois, Ed.
Beyond Black and White. New Faces and Voices in U.S. Schools. SUNY Series, Power, Social Identity, and Education.
PUB DATE- 97
NOTE- 328p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports -

Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; *Black Students; Cultural Differences; Cultural Pluralism; *Diversity (Student); *Elementary Secondary Education; Ethnicity; Hispanic Americans; *Immigrants; *Minority Groups; *Multicultural Education; Sex Differences; Urban Schools; Whites
IDENTIFIERS- Asian American Students; Chicanos; Hispanic American Students; Latinos; *Marginality

This collection explores diversity in American schools by opening the discussion to the unprecedented diversity of children in American schools. Sections on rethinking familiar minorities, newcomers to the country, and other, often unrecognized minorities, deal with the common themes of minority status, marginality, and resistance. The following chapters are included: (1) "Marbella Sanchez: On Marginalization and Silencing" (Ann Locke Davidson); (2) "The Chicago American Indian Community: An 'Invisible' Minority" (David R. M. Beck); (3) "The Voices of Chicano Families: Life Stories, Maintaining Bilingualism, and Cultural Awareness" (Irene Villanueva); (4) "'Those Loud Black Girls': (Black) Women, Silence, and Gender 'Passing' in the Academy" (Signithia Fordham); (5) "'Becoming Somebody': Central American Immigrants in U.S. Inner City Schools" (Marcelo M. Suarez-Orozco); (6) "Dominicans: Forging an Ethnic Community in New York" (Patricia Pessar); (7) "Sex Education among Haitian American Adolescents" (Michel S. Laguerre); (8) "Changing South Asian Identities in the United States" (Karen Leonard); (9) "Social Capital in Chinatown: The Role of Community-Based Organizations and Families in the Adaptation of the Younger Generation" (Min Zhou); (10) "Education and Ethnicity in an Urban Vietnamese Village: The Role of Ethnic Community Involvement in Academic Achievement" (Carl L. Bankston, III); (11) "Gayness, Multicultural Education, and Community" (Dennis Carlson); (12) "'The Soup Pot Don't Stretch That Far No More': Intergenerational Patterns of School Leaving in an Urban Appalachian Neighborhood" (Patricia Timm and Kathryn Borman); and (13) "White Loss" (Michelle Fine, Lois Weis, Judi Addelston, and Julia Marusza). Each chapter contains references. (Contains four tables.) (SLD)

ED 408 414 UD 031 772

Lomotey, Kofi, Ed.
Sailing against the Wind. African Americans and Women in U.S. Education. SUNY Series, Frontiers in Education.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; *Black Students; Cultural Awareness; Cultural Differences; Disabilities; *Disadvantaged Youth; Elementary Secondary Education; Ethnicity; *Females; Higher Education; *Multicultural Education; Sex Bias; *Sex Discrimination
IDENTIFIERS- *African Americans; United States

This collection offer a much-needed and critical focus on African Americans and women in the United States. The politics of race, gender, and power influence education at every level as these chapters, written primarily from the perspectives of students, demonstrate. The following are included: (1) "What Does It Mean? Exploring the Myths of Multiculturalism" (Natalie G. Adams); (2) "Race, Gender, and Class Oppression: The Role of Multicultural Education" (Harriet Walker); (3) "Understanding

Persons with Disabilities" (Annette Jackson-Lowery); (4) "Lisa's Quiet Fight: School Structure and African American Adolescent Females" (Jill Harrison); (5) "Nonsynchrony at the Secondary Level: Impediments to the Pursuit of Higher Education" (Janie Simmons); (6) "The Miseducation of African Americans in Public High Schools" (Debbie Maddux); (7) "Cultural/Racial Diversity in the School: A Case Study in a High School English Class" (Jeff Gagne); (8) "The Voices behind the Faces: What Listening to Students Can Teach Teachers" (Amy M. Zganjar); (9) "Women in Higher Education?" (Laura Davis); (10) "Sailing against the Wind: African American Women, Higher Education, and Power" (Gwendolyn E. Snearl); (11) "I Am Woman. Hear Me Roar...After Class...in the Hall: Institutional Satisfaction among Older Women Students: The Conflict between Research and Reality" (Diane Sistrunk); (12) "Black Students on White Campuses: Overcoming the Isolation" (Sandy E. Aubert); (13) "African American Athletes at Predominantly White Universities" (Janis Simms); (14) "Ethnic/Cultural Centers on Predominantly White Campuses: Are They Necessary?" (Stuart Johnson); and (15) "Black and White Athletes at Universities: Living in Two Different Worlds" (Michael Garrett). (Contains 120 references.) (SLD)

ED 408 415 UD 031 773

Kamerman, Sheila B., Ed.; Kahn, Alfred J., Ed.
P.L. 104-193: Challenges and Opportunities. Report VI: Final Report. Confronting the New Politics of Child and Family Policy in the United States.
PUB DATE- 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Delivery Systems; *Federal Legislation; Needs Assessment; Policy Formation; Public Policy; *Resource Allocation; *State Programs; Welfare Recipients
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; Reform Efforts; *Welfare Reform

This report is the sixth and final report in a series designed to help states, local government, and the voluntary sector, as they respond to the social policy debates and changes precipitated by the 104th Congress through its welfare reform efforts. This final report draws on the lessons the project learned from commissioned papers, six consultations and miniconferences, and the work of experts and advocates for child welfare. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 has nine titles that drastically affect the shape of welfare in the United States. It is essential that welfare planners build on the new flexibility available to the states and address concerns about work-motivation and family formation to create programs that move in a constructive direction, assisting and supporting, rather than attacking, welfare recipients. It is vital that states, as they try to comply with new policy directions, not ignore the hard-to-serve, particularly those in the big cities. The discussion of the states at the center of the examination considers: (1) work policies and initiatives; (2) a multitrack welfare plan; (3) child care initiatives; (4) capacity to individualize and support; (5) diversion from welfare; (6) individual development accounts; and (7) avoiding big mistakes. The discussion of needed Federal initiatives and some state options focuses on legal immigrants, supplemental security income, and food stamps. Appendixes discuss the National Governors' Association plans and list participants in the miniconferences. (SLD)

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AA - ERIC Processing and Reference Facility

AA001285	ED407484

CE - Adult, Career, and Vocational Education

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SP - Teaching and Teaching Education (continue)

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TM - Assessment and Evaluation

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UD - Urban Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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EA - Educational Management

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EC - Disabilities and Gifted Education

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FL - Language and Linguistics

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HE - Higher Education

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IR - Information and Technology

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JC - Community Colleges

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JC970332	ED407990
JC970333	ED407991
JC970334	ED407992
JC970335	ED407993
JC970336	ED407994
JC970337	ED407995
JC970339	ED407996
JC970342	ED407997
JC970343	ED407998
JC970345	ED407999
JC970347	ED408000
JC970348	ED408001
JC970349	ED408002
JC970352	ED408003
JC970353	ED408004
JC970355	ED408005
JC970356	ED408006

PS - Elementary and Early Childhood Education

PS022541	ED408007
PS023210	ED408008
PS023323	ED408009
PS023484	ED408010
PS024577	ED408011
PS024588	ED408012
PS024591	ED408013
PS024764	ED408014
PS024769	ED408015
PS024773	ED408016
PS024895	ED408017
PS025048	ED408018
PS025135	ED408019
PS025311	ED408020
PS025313	ED408021//
PS025317	ED408022//
PS025324	ED408023
PS025328	ED408024//
PS025331	ED408025
PS025337	ED408026
PS025361	ED408027
PS025384	ED408028
PS025389	ED408029
PS025391	ED408030//
PS025394	ED408031
PS025395	ED408032
PS025396	ED408033
PS025401	ED408034
PS025406	ED408035
PS025407	ED408036//
PS025411	ED408037
PS025415	ED408038
PS025422	ED408039
PS025423	ED408040
PS025425	ED408041

PS025431	ED408042
PS025435	ED408043
PS025438	ED408044
PS025439	ED408045
PS025445	ED408046
PS025446	ED408047
PS025447	ED408048
PS025448	ED408049
PS025449	ED408050
PS025450	ED408051
PS025451	ED408052
PS025453	ED408053
PS025454	ED408054
PS025455	ED408055
PS025456	ED408056//
PS025459	ED408057
PS025460	ED408058
PS025461	ED408059
PS025462	ED408060
PS025463	ED408061
PS025464	ED408062
PS025465	ED408063
PS025466	ED408064
PS025467	ED408065
PS025468	ED408066
PS025469	ED408067
PS025470	ED408068
PS025471	ED408069
PS025472	ED408070
PS025473	ED408071
PS025474	ED408072
PS025475	ED408073
PS025476	ED408074
PS025477	ED408075
PS025478	ED408076
PS025479	ED408077
PS025480	ED408078
PS025481	ED408079
PS025482	ED408080
PS025483	ED408081
PS025484	ED408082
PS025485	ED408083
PS025486	ED408084
PS025487	ED408085
PS025488	ED408086
PS025489	ED408087//
PS025493	ED408088//
PS025499	ED408089
PS025500	ED408090
PS025503	ED408091
PS025507	ED408092//
PS025515	ED408093
PS025528	ED408094
PS025529	ED408095
PS025530	ED408096
PS025531	ED408097
PS025535	ED408098
PS025536	ED408099
PS025538	ED408100
PS025539	ED408101
PS025542	ED408102
PS025545	ED408103
PS025548	ED408104
PS025549	ED408105

PS025552	ED408106
PS025556	ED408107
PS025564	ED408108//
PS025577	ED408109
PS025582	ED408110
PS025585	ED408111

RC - Rural Education and Small Schools

RC020870	ED408112
RC020872	ED408113
RC020953	ED408114//
RC020958	ED408115//
RC020962	ED408116
RC020970	ED408117
RC020971	ED408118
RC020976	ED408119
RC020977	ED408120
RC020978	ED408121
RC020982	ED408122
RC020984	ED408123
RC021029	ED408124
RC021030	ED408125//
RC021035	ED408126
RC021036	ED408127
RC021037	ED408128
RC021038	ED408129//
RC021040	ED408130
RC021041	ED408131
RC021043	ED408132
RC021047	ED408133
RC021048	ED408134
RC021050	ED408135
RC021052	ED408136
RC021055	ED408137
RC021057	ED408138//
RC021058	ED408139//
RC021059	ED408140//
RC021060	ED408141//
RC021066	ED408142
RC021072	ED408143
RC021073	ED408144
RC021074	ED408145
RC021075	ED408146//
RC021076	ED408147//
RC021083	ED408148

SE - Science, Mathematics, and Environmental Education

SE059894	ED408149
SE059968	ED408150
SE059973	ED408151
SE059975	ED408152
SE060024	ED408153
SE060094	ED408154
SE060097	ED408155
SE060122	ED408156
SE060140	ED408157
SE060149	ED408158
SE060183	ED408159
SE060194	ED408160
SE060196	ED408161
SE060227	ED408162
SE060228	ED408163

SE060236	ED408164
SE060241	ED408165
SE060249	ED408166
SE060250	ED408167
SE060251	ED408168
SE060252	ED408169
SE060254	ED408170
SE060255	ED408171
SE060257	ED408172
SE060258	ED408173
SE060259	ED408174
SE060263	ED408175
SE060264	ED408176
SE060265	ED408177
SE060266	ED408178
SE060268	ED408179
SE060269	ED408180
SE060271	ED408181//
SE060274	ED408182//
SE060275	ED408183//
SE060276	ED408184//
SE060277	ED408185//
SE060279	ED408186//
SE060280	ED408187//
SE060285	ED408188//
SE060286	ED408189
SE060287	ED408190
SE060288	ED408191
SE060292	ED408192
SE060294	ED408193
SE060298	ED408194
SE060299	ED408195
SE060300	ED408196
SE060302	ED408197//
SE060304	ED408198
SE060335	ED408199
SE060340	ED408200

SO - Social Studies/Social Science Education

S0026730	ED408201
S0027095	ED408202
S0027133	ED408203//
S0027158	ED408204//
S0027159	ED408205//
S0027168	ED408206
S0027170	ED408207
S0027171	ED408208
S0027237	ED408209//
S0027238	ED408210
S0027254	ED408211
S0027255	ED408212
S0027266	ED408213
S0027291	ED408214
S0027292	ED408215
S0027293	ED408216
S0027295	ED408217//
S0027297	ED408218
S0027299	ED408219//
S0027300	ED408220//
S0027301	ED408221//
S0027302	ED408222//
S0027303	ED408223//
S0027304	ED408224

S0027316	ED408225
S0027317	ED408226
S0027321	ED408227
S0027323	ED408228
S0027380	ED408229
S0027382	ED408230
S0027506	ED408231
S0027582	ED408232
S0027586	ED408233
S0027588	ED408234
S0028035	ED408235
S0028234	ED408236

SP - Teaching and Teaching Education

SP037068	ED408237
SP037249	ED408238
SP037290	ED408239
SP037325	ED408240
SP037330	ED408241
SP037331	ED408242
SP037332	ED408243
SP037333	ED408244
SP037334	ED408245
SP037335	ED408246
SP037336	ED408247
SP037337	ED408248
SP037339	ED408249
SP037340	ED408250
SP037341	ED408251
SP037342	ED408252
SP037343	ED408253
SP037344	ED408254
SP037345	ED408255
SP037346	ED408256
SP037347	ED408257
SP037348	ED408258
SP037349	ED408259
SP037350	ED408260
SP037351	ED408261
SP037352	ED408262